DOCUMENT RESUME

ED 240 391 CE 800 041

TITLE	Competency Based Adult Education: A Process Model.
SPONS AGENCY	California State Dept. of Education, Sacramento. Div. of Adult and Community Education.; Department of Health, Education, and Welfare, Washington, D.C.
PUB DATE	1 Feb 79
NOTE	139p.; Developed by the CALCOMP Committee and Consortium.
AVAILABLE FROM	California State Dept. of Education, Division of Adult and Community Education, P.O. Box 211, Sacramento, CA 95802 (write for price).
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Academic Standards; Adult Basic Education; *Adult Literacy; *Basic Skills; *Competency Based Education; High School Equivalency Programs; Instructional Materials; *Minimum Competencies; Models; Needs Assessment; Program Implementation; *Public School Adult Education; Staff Development
IDENTIFIERS	PF Project

ABSTRACT

The document provides a process model for a competency-based adult high school diploma program. Following an overview, the document is arranged into nine chapters. Chapter 1 focuses on starting such a program and gives suggestions for conducting needs assessment, setting up a planning group, implementing adult basic education awareness activities, and securing general community involvement. Chapter 2 provides a statement of philosophy, and chapter 3 considers the identification, rating, and organization of competencies. In chapter 4, a description is given of the characteristics, organization, content, strategies, and delivery of instruction. Chapter 5 provides a discussion of the purposes, characteristics, techniques, and administration of learner assessment. In chapter 6, suggestions are given for selecting, adapting, and developing competency-based education materials. While the focus of chapter 7 is on program evaluation, chapter 8 focuses on the evaluation of staff development. The final chapter presents additional questions and answers concerning competency-based education. This document was selected by the Association of California School Administrators (ACSA) Task Force on Public Confidence as descriptive of a promising practice or exemplary project worthy of highlighting for the California educational community. (LH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

✓ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

J. Smith

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

ED240391

COMPETENCY BASED ADULT EDUCATION: A Process Model

As developed by the CALCOMP Committee and Consortium

STATE OF CALIFORNIA
DEPARTMENT OF EDUCATION
DIVISION OF ADULT AND COMMUNITY EDUCATION

May not be reproduced or disseminated without the written permission of the Adult Education Field Services Unit.

CE 800 041

This document was selected by the Association of California School Administrators (ACSA) Task Force on Public Confidence as descriptive of a promising practice or exemplary project worthy of highlighting for the California educational community.

The activity which is the subject of this report was supported in whole or in part by the U. S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U. S. Office of Education and no official endorsement by the U. S. Office of Education should be inferred.

COMPETENCY-BASED EDUCATION FOR ADULTS

A PROCESS MODEL

Prepared By
The CALCOMP Committee

February 1, 1979

For training in the use of these materials, or for further information on them, please contact Jane Zinner, ACSA, 1575 Old Bayshore Highway, Burlingame, CA 94010. (415) 692-4300.

PREFACE

The CALCOMP (California Competency) Committee was formed in the Spring of 1977 in response to concerns expressed by adult educators regarding the credibility of the adult high school diploma and the low levels of adult functional literacy that surfaced through research. The result was an attempt by the ad hoc committee to design and field test a process model for a competency-based adult high school diploma program. The CALCOMP Committee, comprised of teachers as well as site and district administrators, was provided with planning, resource, and technical assistance by related California 309 projects forming a consortium. The eleven representatives of the CALCOMP Committee reflect regional and socio-economic diversities that exist in California's local adult education programs:

Laurel Adler
La Puente Valley Adult Schools
City of Industry

William Brown
Coachella Valley Adult School
Thermal

Marlene Butler-Spencer
Alemany Community College Center
San Francisco

Lisa Conrad
Simi Valley Adult School
Simi Valley

Saundra Davis
State Department of Education
Sacramento

John Downey
Vista Adult Education Program
Vista

Mel Foote
State Department of Youth Authority
Sacramento

Charles Loverde
Salinas Adult School
Salinas

Walter Popkin
Bell Gardens Adult School
Montebello

Albert W. Schoenborn
Chaffey Adult School
Ontario

Mary L. White
Fremont School for Adults
Sacramento

Rosemary G. Dawson
Marengo Center
Los Angeles

The Consortium of special experimental and demonstration CBE (competency-based education) projects was originally funded as separate entities. As individual project goals were realized, the outcome of their research indicated

the need for their services toward the design and field test of this monograph.

A special thanks is deserved by these project directors and their staffs:

Clovis Unified School District - Clovis Adult School
"Competency-based Live-Ability Skills (CLASS)"
Elna Dimock, Project Director

San Diego Community College District
"A Model Information, Collection, Evaluation, and Dissemination System (ICEDS)"
James Hardison, Director
Mac Swengel, Project Leader

San Francisco State University
"California Adult Competency Education (CACE)"
Dorothy Westby-Gibson, Co-Director
John Tibbetts, Co-Director

Los Angeles Unified School District
"Competency Based Adult Diploma Project"
Bill Ririe, Project Director

CALCOMP/Consortium also acknowledge the input and professional support of the following adult educators:

Bennett Tom, San Francisco Community College
Paul Bernard, Salinas Adult School
Lonnie Farrell, Los Angeles Unified School District
Hazel Mahone, Sacramento City Unified School District
Patrick O'Halloran, San Francisco Community College
Charles Petersen, Clovis Adult School
Camilla Kocol, Los Angeles Unified School District
Reva C. Green, Department of Youth Authority
Frances Lee, ICEDS, San Diego
Alice Gimbrone, Past President, California Council for Adult Education
Xavier Del Buono, Associate Superintendent, Adult and Community Education, State Department of Education
Donald A. McCune, Director, Adult Education Field Services, State Department of Education
Robert E. Ehlers, Consultant, 309 Projects
Richard Stiles, Consultant, Program Evaluation and Research, State Department of Education
The Adult Education Field Services Staff, State Department of Education

The CALCOMP/Consortium has prepared a process model that will serve and that will reflect the uniqueness of each local adult education program in California. CALCOMP's goal is to provide a sound educational framework that is relevant to the practical needs of adult learners.

INTRODUCTION: WHAT IS COMPETENCY-BASED EDUCATION?

In order to provide a common theme for the ideas presented in this monograph, it is necessary to define the term "competency-based education" as it is envisioned by CALCOMP. There are, in fact, several definitions of CBE in the current literature. Most definitions share some common characteristics with those presented below.

- Competency based education has as its focus the demonstrated ability to apply knowledge and skills to content areas (e.g. history) and life role situations (e.g. consumer).

- Competency based education involves a comprehensive approach to the development and implementation of curriculum, instruction, and assessment.

- In competency based education, curriculum, instruction, and assessment all share common characteristics which differentiate CBE from more traditional approaches to education. Curriculum, instruction, and assessment in CBE are:

  explicit
  known
  agreed upon
  integrated
  performance-oriented
  adaptive
  data-based.

These defining characteristics of competency-based education will be expanded upon in subsequent chapters since they have implications for each of the aspects of program development and implementation presented in this monograph.

TABLE OF CONTENTS

OVERVIEW	The Components of Competency-Based Education	1
CHAPTER I	Getting Started	6
CHAPTER II	The Philosophy of Competency-Based Adult Education	11
CHAPTER III	Determining Competencies and Objectives	14
CHAPTER IV	Implementing CBE Instruction	22
CHAPTER V	Assessing the Learner	28
CHAPTER VI	Resources Needed	43
CHAPTER VII	Evaluating the Program	56
CHAPTER VIII	Preparing and Supporting the Staff	64
CHAPTER IX	Some Questions and Concerns Regarding CBE	79

OVERVIEW

THE COMPONENTS OF

COMPETENCY-BASED EDUCATION PROGRAM

Before attempting to establish a competency-based educational program, educators will want to know exactly what elements are necessary for such a program. This overview lists the crucial components to be considered in the implementation of any program in competency-based adult education. Each component is discussed in detail in corresponding chapters following this section.

1. Getting Started

What are the goals and objectives of the program? Who has the authority and/or the resources to authorize and to implement planned changes? Do key staff members and resources have sufficient knowledge and expertise even to begin such planning? What are the time limits involved? How much money is available? What are your motivations? Are you seeking minimal compliance with legislation such as AB 65? Is there a desire in your school to effect change in the goals, objectives, and means of instruction, assessment, and evaluation which are currently being employed?

Once the above questions have been considered, the first step to be taken is to establish a planning group which should have the responsibility of all phases in the organization of a competency-based program. Such a group should be representative of those directly involved with the proposed new program. Assessment of local needs and CBE awareness activities are keynotes in this initial phase. (See Chapter I for detail.)

2. Statement of Philosophy

The first task of the planning group should be the development of a

program philosophy statement. Although several models are available (see, for example, CALCOMP, Statement of Philosophy, Chapter II), it is important for the committee to consider the philosophical basis for the program and to arrive at consensus. The planning group members should review the proposed statement with their constituents before final adoption. Such participation in the program development process will help generate support for proposed changes. Also, the statement of philosophy will later serve as a yardstick against which the actual program can be measured (see Chapter II).

3. Determining Competencies and Objectives

As the affected program areas are identified during the process of getting started, the next task for the planners should be to develop proposed competencies for the programs selected. This development process involves a thorough review of existing competency lists, as well as an opportunity for planning members and their constituents to suggest competencies which they feel are unique in the local setting.

Once the competencies have been proposed, they should be rated according to priority or order of importance by all affected parties. A large representative sampling of the community should be included in this activity. Participants should rate the proposed competencies and also suggest others which they may deem appropriate. Following these activities, the planning group will select a core of competencies which will be organized into life role or general knowledge areas (see Chapter III). The competencies will not provide entirely new content but will probably reflect goals and content presently in use in the classrooms (Chapter III).

4. Implementation of the Instructional Programs

Competency-based instruction offers the individual alternative ways of achieving competence. Competency-based programs should provide options in the

type of instruction offered (learning center traditional classroom), rate of learning (individualized progress), availability of instruction (open entry, open exit) and, if possible, delivery of instruction (decentralized learning sites).

Concentrating on teaching life skills rather than the traditional subject areas, CBE courses base their credit system on the demonstration of skills and knowledge instead of granting credit for seat time (see Chapter IV).

5. Assessing the Learner

If adult learners are to develop a specified level of competence, then the means for measuring that degree of competence must be provided. The requisite of CBE programs is the use of criterion-referenced measures. Explicit criteria are obviously necessary before an effective assessment procedure can be developed. Learner assessment requires clearly stated objectives which can be observed or assessed through demonstrated competence.

Assessing the learner in programs that are competency-based involves the use of alternative measurement techniques and flexible scheduling. Of primary concern is the performance of the learner. Assessment of the learner's performance is best accomplished in a manner which allows measurement of that performance in a given life role situation. If the assessment is relevant to personal needs, the learner will readily engage in assessment activities (see Chapter V).

6. Necessary Resources

To implement instruction in a competency-based program, print and non-print resources must be identified. Materials are used to supplement the learning experience and, therefore, require careful selection. Program developers will be given a set of criteria in order to select wisely materials for classroom use.

Commercial materials are readily available but not always suitable for CBE instruction. In some instances teachers and/or curriculum writers will

need to develop their own materials or adapt for local use those developed commercially. In any case, the media selected should reinforce the stated goals of the program of instruction (see Chapter VI).

7. Program Evaluation

This section refers to evaluation of the entire program; measurement of student performance is referred to above as "Assessing the Learner." All aspects of the program should be reviewed, with special consideration given to the degree to which the program meets the original goals and objectives and to the extent to which it is in accord with the philosophy statement. Evaluation should serve as a means to program improvement, and should serve to maintain program vitality and responsiveness to the needs of constituents (see Chapter VII).

8. Staff Development

The CBE approach demands improved levels of participation in the area of staff development requiring that professional growth be a priority goal. Competency-based staff development offers a whole new way of preparing education personnel. As described in Chapter VIII, CBE oriented staff development programs can be organized using various formats. The key, however, is personalization. Each staff member should be involved in planning and assessing personal growth. Activities should be ongoing and responsive to staff rather than a once a year event.

9. Questions and Answers

What resistance toward CBE may be encountered from staff? Will CBE fulfill the requirements of AB 65? Are there materials available which were developed specifically for CBE? Can a small district afford to have an assesament team?

These are some of the questions the reader is likely to raise. This final chapter discusses briefly questions and concerns that have been anticipated. Along with offering answers to these questions, the chapter lists sources where more information may be obtained. (See Chapter IX)

CHAPTER I GETTING STARTED

The first step is for a local adult education planning group (along with the communities they serve) to reach a consensus on which competencies adults must master to function successfully in today's world. Districts must, therefore, explore ways to involve their communities, to make them aware of the benefits of CBE, and to elicit their input in assessing needs. They must develop a philosophy and prioritize the competencies which will comprise the core of the CBE curriculum to be developed and implemented by a trained and enthusiastic staff.

This chapter considers conducting needs assessment, setting up a planning group, implementing ABE awareness activities, and securing general community involvement.

Why Assess Needs?

Building a curriculum without first identifying needs is like building a house without first laying the foundation. This initial stage of the process is crucial and, if carried out carefully and seriously, will give a clear sense of direction to the stages which follow. A thorough needs assessment will identify the priorities of adult competencies and allow local districts to see specifically where in existing programs improvements or changes are to be made. Moreover, it may generate the need for the development of new programs.

What Are Appropriate Methods of Needs Assessment?

Local districts should determine which is the most appropriate method of assessing needs based on a variety of considerations. These considerations range from the size and character of the communities served to such practical questions as money, time, and available personnel. The instrument may take

the form of a questionnaire, widely distributed, or it may be as minimal as borrowing from comparable communities the results of their assessments.

Why Organize a Community Planning Group?

A committee of interested people can be the focal point and provide the energy that will activate and sustain the total process. As with the other components, the scope and function of a planning group will vary from district to district; in any case, the scope and function should be made clear to all concerned.

What Is the Composition of the Planning Group?

A district may find it useful to establish its planning group from key community people who will work closely with district personnel. Members might represent such groups as business/industry, labor, governmental agencies, civic, political and cultural organizations, advisory committees, other educational institutions, and adult students. The committee should also reflect the ethnic composition of the community and should include representatives from the various educational and occupational backgrounds, economic categories, age, sex, and other distinguishable groups to be found in the community. This model of a planning group allows the opportunity for local districts to solicit extensive and meaningful participation from the communities they serve. At the same time, a planning group so composed in no way obviates the need for steering committees of school professionals who will be directing and implementing the program.

What Role Does the Planning Group Play?

The responsibilities of a planning group might be limited to certain specific aspects, or they might extend into all phases of a competency-based program, from planning and conducting a needs assessment to evaluation of the

program. The group's role will be determined somewhat by its composition and somewhat by the aims and attitudes of local school personnel. The planning group may plan, design, advise, coordinate, recommend, or decide, or all of these. Its most basic value, however, may be the cooperative effort it represents between district school personnel and the community.

As an adjunct to the advisory committee, it would probably be wise to establish a smaller working group or subcommittee. This smaller group could have the responsibility of ongoing planning of CBAE activities, such as: awareness activities, staff development workshops, coordinating materials for committee input or approval, and maintaining communication between staff members and advisory committee members on all phases of implementation.

Why Initiate CBE Awareness Activities?

While awareness of competency-based education is growing, for some it may be viewed as just another way of saying the same old things; for others (teachers and students alike), it may appear as a new threat. CBE has become a political issue because many confuse it with minimum standards, mass testing programs, and high failure rates. Without question, there is still widespread ignorance and confusion about competency-based education. CBE awareness activities must be a part of any district's blueprint for setting up competency-based programs.

What Are Some Ways to Develop CBE Awareness?

Educators are already very sensitive about public dissatisfaction with the schools. Awareness activities should be non-threatening and should emphasize how CBE can blend and enhance positive aspects of the existing program.

Presentations, using tape/slide shows such as the APL or CALCOMP productions can be made at workshops or meetings. Articles or excerpts from longer papers and articles may be reproduced, distributed, and discussed. A comprehensive

understanding of the components of a CBE program, including the controversies and misunderstandings which surround it, will help school personnel examine and analyze their existing programs and will provide tools to assess the potential for CBE in their districts. Sharing information on CBE programs operating in other places, bringing in experts, or, even better, growing one's own, and trying out some CBE techniques are a few ways to encourage CBE awareness.

CBE presentations may also be made to civic and community groups and, if the media is accessible, CBE awareness can be promoted community wide. When promoting CBE to non-school people, however, it is essential to keep the audience in mind and to adjust the concepts and language accordingly.

What Are Some Ways of Involving the Community?

There are many opportunities to involve the community in the process of developing CBE programs. As previously discussed, the advisory committee should include community representatives. These representatives may, in turn, recommend other community people to participate in various phases of the process, such as assessing needs and ranking competencies.

The community may also become involved in awareness activities, setting goals, and evaluating the program. As with other stages, local districts must determine the most appropriate ways for the community to participate.

Summary Points

Needs Assessment

- Local needs must be identified before program planning can begin.
- Local districts must determine the most appropriate methods of assessing needs based on local considerations.
- The community should be included in determining what the local needs are and their priorities.

CHAPTER II THE PHILOSOPHY OF COMPETENCY-BASED ADULT EDUCATION

All too often, statements of philosophy are nothing more than lost pages of forgotten ideals that gather dust on office shelves. In designing a program that is competency-based, the statement of philosophy represents the local commitment and the educational framework in which the program operates. It should embody basic and locally considered important assumptions about adult competency-based learning. All of the stages in the CBE process -- program goals and objectives, curriculum and staff development, learner assessment, evaluation -- must build on these assumptions so that the statement of philosophy can, in fact, be realized in the program. The CALCOMP Statement of Philosophy, prepared for an adult High School Diploma Program, may serve as a model of a philosophy which can be translated to actual components of a competency-based program.

CALCOMP STATEMENT OF PHILOSOPHY

The goal of competency-based adult education is to provide an educational framework that is relevant to the practical needs of adults and includes the proficiencies necessary for competence in today's world. In order to construct and implement a competency-based adult diploma program, the Calcomp Committee recommends the adoption of the following philosophical precepts:

The basis for awarding diplomas and/or certificates shall be demonstrated competence.

Within the credit-earning structure of traditional curricula, demonstrated competence shall be the basis for receiving credit in all courses.

Minimum competencies shall be determined. All learners shall be encouraged to exceed the minimum level of competence consistent with individual need, interest, and capability.

To ensure the success of every learner, experiential prerequisites shall be established, assessed, and certified as entry requirements into specific courses and programs.

Alternative means, in terms of time, place, programs, and formats, shall be provided to give adult learners the opportunity to achieve their educational goals.

Planning Group

- The composition, scope, and function of the planning group may vary from district to district.

- The role and responsibilities of the planning group and other committees and their interrelationships should be clearly stated.

- The ideal planning group would be a reflection of the community-with proportionate ethnic representation as well as representation by age, sex, educational, occupational, and economic background.

- Community members of the planning group may represent such groups as business/industry, labor, governmental agencies, civic, political and cultural organizations, advisory committees, other educational institutions, and students.

CBE Awareness Activities

- Current unfamiliarity, confusion, or misunderstanding about CBE makes a program of awareness activities a necessity.

- Awareness activities must keep the level of sophistication of the audience in mind.

- Professional experts may want to use available audio-visual and written materials to assist in workshops or other activities.

Community Involvement

- Local districts determine the most appropriate ways for the community to become involved.

- Community input is desirable from the beginning stages of needs assessment and philosophy through program evaluation.

- The CBE process model affords an excellent opportunity for community and school to join in a cooperative effort to produce a program designed to benefit the entire community.

Reference

"Needs Assessment In Adult Education Programs: A Leadership Monograph" California State Department of Education, Sacramento, 1978.

Learners who cannot or do not demonstrate all of the competencies required for the adult diploma shall receive certification of those competencies they have demonstrated.

Adult learners differ from elementary and secondary students and, therefore, require unique instructional content, strategies, materials, and assessment.

All educational constituents (students, teachers, counselors, administrators, community representatives, local, state, and federal agencies) shall actively participate in determining the goals of curricula.

Curriculum shall be structured to require the continuous and extensive interaction of basic skills in every content area where this can possibly be accomplished.

Competency can be demonstrated, assessed, and certified in a number of ways (for example: by examination, by documented work experience, and by the successful completion of classes).

The assessment and certification of competencies shall be ongoing and continuous throughout courses and programs.

The competency-based adult diploma is a renewed commitment to the educational needs of learners in California, and is aimed toward functional competence for all adults. Functional competence shall be the basic requirement for granting the adult diploma. It is believed that the competency-based diploma program for adults is uniquely designed for adult learner interests, abilities, and sensibilities. This achievement is the result of the formulation and promotion of an educational framework with a sound philosophical basis that reflects the uniqueness of each community's adult education program in California.

Submitted by the CALCOMP Committee, Department of Education, June 3, 1977.

As in every stage of the process, it is essential that those persons who are affected by the program be intimately involved in the development of a local philosophy. The level of local commitment to the philosophical tenets will greatly influence the degree of success of a competency-based education program for adults.

No program change can be successful without the support and input of the community served. Without such involvement, the educational program is likely to be misunderstood and not appreciated. It is the successful learner, the employable graduate, who will provide the ultimate evaluation of the program. The greater the community involvement in all phases of the program the greater the appreciation of the program.

Summary Points

Statement of Philosophy

- The statement of philosophy should include the most fundamental assumptions about adult competency-based learning.
- The philosophy in its parts should be concrete enough to be realized in a program.
- The personnel involved in planning and implementing the program should be involved in developing the philosophical statement.

CHAPTER III DETERMINING COMPETENCIES AND OBJECTIVES

The most notable feature of competency-based adult education is the idea of competence. At the end of instruction the learner is to have acquired the ability, knowledge, or skill to do something. Because learning can be defined as change in behavior, the CBE movement is filled with descriptors of changed behavior. "Demonstrated proficiency level," "functional competence," and "performance indicators" are a few terms currently in use. The specification of the behaviors to be acquired gives leverage to the competence movement.

This chapter considers the identification, rating, and organization of competencies.

How Are Competencies Identified?

In addition to identifying competencies generated by its own members, the planning group , discussed at length in Chapter I, will want to collect input from sources outside its group. At this point, the term "competency" is used rather loosely, referring to all types of statements denoting the outcome of instruction. Because this is the initial phase of collecting general input, the competencies may be expressed as the achievement of broad goals, or they may be stated as the mastery of certain skills. Later, these statements will have to be organized into specific categories and competency levels.

One important means of gathering information is to conduct a survey among diploma candidates. What personal goals do they hope to achieve? What skills do they consider essential for achieving these goals? Another, equally effective means is to interview persons in private enterprise, government and public agencies, and political and cultural organizations in order to determine their expectations of the competently functioning individual. Both means may seem painstaking; however, for the program to be comprehensive it is desirable to draw from as wide a range of sources as possible.

The planning group may also wish to review the existing curriculum. However, identifying competencies solely from already established courses has obvious limitations. The purpose of competency-based education is to develop a curriculum based on need rather than create need dictated by the curriculum.

What Sources Are Available?

Several sources of potential competency listings -- surveys, catalogs, and pilot projects -- are currently available. The advisory committee should collect, study, and compare existing sources. Some of these sources are:

1. The APL External High School Diploma Program, Texas;
2. The L.A. Competency-based Diploma Project;
3. The Oregon Competency-based Adult High School Diploma Program;
4. The New York External High School Diploma Program;
5. Other School Districts;
6. The Instructional Objectives Exchange - Los Angeles.

(For information on how these sources may be obtained, contact ICEDS, 5350 University Avenue, San Diego, CA 92105.)

What Competencies Are Appropriate?

When all the data has been compiled, the committee needs to determine which competencies are of most value to the learner. Once again, school personnel (teachers, counselors, administrators), students, and the community should be involved in rating the competencies according to perceived importance. (In California, community involvement is mandated by AB 65.) This type of involvement is crucial to the success of the program. If representatives from all segments of society participate in the rating, the community as a whole is likely to be more receptive toward the project.

How Are Competencies Selected?

Surveys are the standard techniques used for selecting from the identified competencies. A number of strategies may be employed -- scaling, question completion, semantic differential, and Q-sort, to name a few. Los Angeles, for example, conducted a survey in which 139 collected competencies were sorted according to whether they must be, should be, could be, should not be included as requirements for the diploma.

Other suggested methods of making the proposed competencies available are 1) publishing them as clip-outs in the newspaper, 2) having a table at a shopping center, 3) having volunteers telephone or go door-to-door, 4) going to service club meetings, and 5) going to places where people wait in line, such as employment, welfare, and food stamp offices.

What Are the Levels of Competency-based Objectives?

Based on the outcome of the selection strategy, a core of competencies can be determined from which instructional performance objectives are derived. Each competency should contain performance objectives which, when completed, should enable the learner to achieve the competency.

Within the competency-based movement, it is possible to find a variety of terms used: "behavioral," "performance," and the more recent "performance indicator." The following discussion is designed to clarify some of the muddled usage.

First, and broadest, are the statements similar to objectives used years ago. These are more appropriately called program goals. For example: "The program will prepare students to understand voting procedures."

Second, and more specific, is the functional competency statement: "The student will demonstrate his knowledge of voting in a general election by completing a ballot."

Third are the performance objectives or performance indicators (sometimes

called "tasks"). These are statements of specific behaviors that comprise a competency. Such indicators should include 1) the basic performance expected, 2) the conditions under which it is performed, and 3) the standards or level of proficiency of acceptable performance. In the case of the competency above, a performance objective might be: "Given no outside help, the student will be able to fill out correctly a sample ballot according to instructions stated in the ballot."

How Should Competencies be Organized?

At this point, it is necessary to determine how the competencies and objectives are to be organized. Depending upon local district policy, they may be grouped according to life roles, applied to existing required courses, or perhaps a combination of both.

The life-role curriculum, as exemplified in such programs as Texas Adult Performance Level, L.A. Diploma Project, and the Oregon External Diploma Program, may list general knowledge areas such as: Consumer Economics, Health, Government and Law, Occupational Knowledge, Community Resources, or life roles such as Consumer, Worker, Citizen, Healthy Person, and Home and Family Member, into which the specifically related competencies are arranged. For instance, the functional competency, "The student will demonstrate his ability to vote in a general election by completing a sample ballot," would be placed under the general life role of "Citizen" or the knowledge area of "Government and Law."

Whenever the grouping of functional competencies according to life roles becomes impossible or impractical, such as during transition periods from traditional curriculum to CBE, the competencies may be included in the existing required courses. It requires matching the specific competencies with the established subject areas. This works well in some cases: a competency referring to voting rights will most likely be matched with a government course,

financing a house with math, and human body functions with biology. The majority of life-related competencies, however, require integrated subject areas. The competency, "The student will identify various methods used in setting up consumer contracts," may be related to math, social studies, or English.

As already discussed, the major components of the CBE curriculum are the life-roles or content areas into which the specific competencies are arranged. Another component is a set of basic skills such as reading, writing, listening, computing, problem solving, interacting, choosing, and doing. These skills interact with the content areas or life roles; consequently, each competency requires the mastery of a number of skills which are clearly expressed in the performance objectives.

Following are two examples, the Los Angeles model and the APL model, illustrating the relationship of skill and content areas (see Figures 1 and 2, pages 19 and 20).

MODEL FOR A COMPETENCY-BASED DIPLOMA PROGRAM FOR ADULTS

Los Angeles Unified School District
Division of Career and Continuing Education

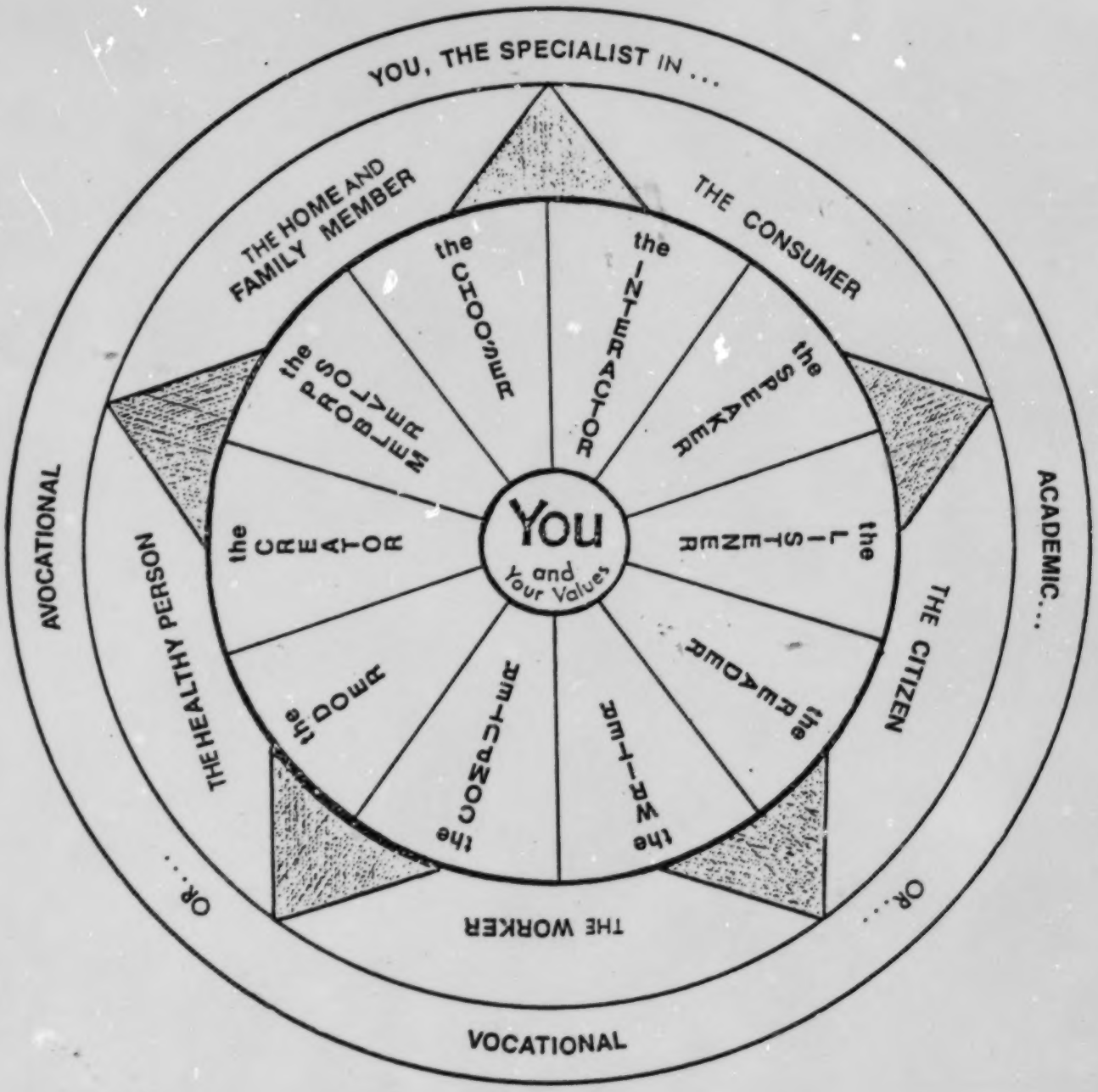


FIGURE 1

The purpose of this model is to

1. establish the learner as the center of the program
2. identify components of the program,
3. show relationships between the learner and learner's skills, content area competencies, and specialization.

Los Angeles Unified School District © 1976

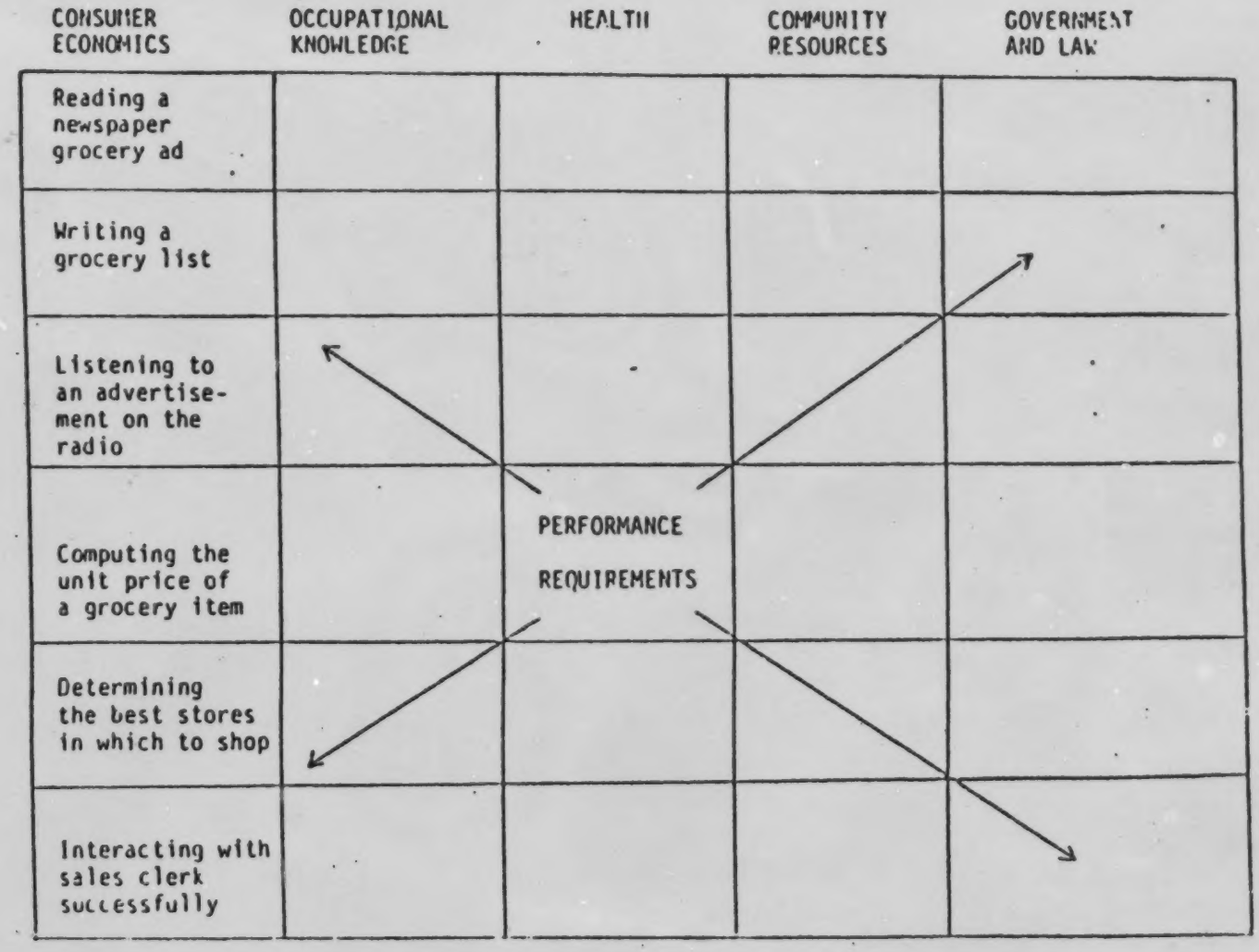


FIGURE 2

THE APL MODEL OF FUNCTIONAL COMPETENCY

The APL program focuses on general knowledge areas and specific skill areas. The matrix shown above illustrates the interrelationship of content and skills.

Summary Points

Identification of Competencies

- Students and community organizations should give input as to which competencies they consider important.
- Some existing sources of competencies are already available.

Rating of Competencies

- The community should be involved in rating the identified competencies.
- A number of survey strategies may be employed in the rating process.
- Depending upon the outcome of the ratings, a core of competencies is selected as basis of the curriculum.

Organization of Competencies

- The three levels of specification are: 1) the program goal, 2) the functional competency, and 3) the performance objectives.
- The competencies may be organized according to life roles or general knowledge areas, or they may be incorporated in existing courses.
- In the competency-based curriculum, the general knowledge areas or life roles interact with a set of basic skills.

References

"The Adult Performance Level External High School Program, Pilot Project." University of Texas, 1975.

"The Los Angeles Competency Based Diploma Project." Los Angeles Unified School District, Division of Career and Continuing Education.

"Oregon Competency Based Adult High School Diploma." Umpqua Community College, 1976.

"Generalized Life Skills Minimum Competencies." New York State External High School Diploma Program, 1975.

CHAPTER IV IMPLEMENTING CBE INSTRUCTION

Once objectives within any school, class or instructional unit have been defined, all instruction should be directed toward the achievement of these objectives. The competence demonstrated in any subject area should be the direct result of teaching to objectives. Competency-based instruction should not be thought of only as a teaching technique but as a practical framework in which instructional strategies and other components of the teaching/learning process can effectively facilitate learner achievement of specified competencies.

This chapter describes the characteristics, organization, content, strategies, and delivery of CBE instruction.

What Are the Characteristics of Competency-based Instruction?

1. Pre-Testing/Post-testing. The placement of students at an appropriate level of instruction is imperative if adults are to be comfortable and motivated for a learning experience. Pre-testing, sometimes called diagnostic testing, not only achieves this but allows for a measurement of growth when used in conjunction with the post-test. Completion of an objective, or fully acquiring competency, is not always possible, but a significant movement or growth can be very important for the student's self-image. Pre- and post-testing best accomplishes all of these things; however, assessment of skills does not have to be by paper and pencil tests. Verification of experience and/or demonstration of skills may be considered as other alternatives. Certificates showing full or partial achievement of objectives may be a follow-up to the post-testing.

2. Teaching Functional Competencies. The ability of an adult to function successfully in our complex society can be improved through concentrated efforts

by using a curriculum that includes necessary life skills. Rather than teaching reading and arithmetic through the use of general materials, competency-based education stresses the importance of materials adults are likely to encounter in their daily lives. Examples of these are job applications, checking account forms, and newspaper ads. Standardized testing may be used to determine an adult's reading and math grade level for initial placement, but CBE objectives do not deal solely with improving these levels. Rather, the objectives are designed to help the adult achieve the necessary functional competencies. The emphasis throughout all phases is first to satisfy the student's immediate or survival needs, then to proceed to other identified needs.

3. Adapting Instruction to Individual Mode of Learning. Competency-based education stresses alternative ways of reaching the same goal. This suggests that individuals must have such options as choosing whether to learn by programmed instruction or through the traditional teacher/class situation; that opportunities must be available day and night, that individuals must have the opportunity to learn at their own rate. Not all communities can offer all the options mentioned above, but all can attempt to deal with each adult on an individual basis and design the best available program for each student.

4. Credit for Experiential Learning. Adults bring to the adult school a variety of experiences which often need not be repeated in a classroom situation. Adult schools have traditionally granted credit for work experience, but competency-based education suggests that in addition to this credit, specific credit may be granted in individual classes for demonstrated competencies.

What Teaching and Learning Strategies Are Appropriate?

1. Open Entry-Open Exit. Although the traditional semester, trimester, or quarter system may still be used for certain credit courses, CBE stresses the open entry-open exit approach. This allows students to enroll in classes at any time during the year, leave whenever their needs are met, and receive credit for demonstrated mastery of competencies rather than seat time.

2. Frequent Periodic Assessment. Frequent periodic assessments of the student by the staff offer the greatest opportunity for adults either to continue in their program and methods or to change direction. Just as flexibility is the key word in selecting teachers and instructional materials, flexibility should also be the primary word in choosing the techniques for assessment.

3. Individualized Instruction. Individualized instruction can be used successfully within a variety of classroom settings. Learning Centers, designed with individual needs and goals in mind, can utilize the best resources to deal with the individual. Some districts may not be able to implement Learning Center instruction, but they can still participate in individualized instruction by training the staff in the use of creative and proven methods of individualizing instruction. (See resources of individualized instruction listed at the end of this chapter.)

What Is the Content of CBE Instruction?

Competency-based instruction can be implemented in any class course or adult school program; however, the content in A.B.E. and diploma programs emphasizes functional competencies or survival skills. Since the A.B.E. program is usually the forerunner of entrance into the diploma program, there must be articulation between the curriculum and materials of the two programs. The specific skills or competencies specified by any district should be the result

of the cooperative organization described previously. Help in identifying or understanding these competencies can be found by referring to any of the sources listed in Chapter III. Competency-based instructional strategies are also appropriate in classes within the fine arts, avocational, and gerontology fields.

What Are the Needs and Capabilities of Instructors?

It is important for the instructor to be aware of the various cultural norms operating within the classroom, in addition to the variety of language backgrounds of students (i.e. being knowledgeable of taboo behaviors of Vietnamese may help the teacher avoid unknowingly offending a Vietnamese student).

Since adult students come with a wide range of pre-existing competencies, deficiencies, needs, and learning modes, the ability to set up an individualized instruction program is essential. Often this requires that teachers be willing to change their teaching styles. Thus, ongoing staff development is a vital ingredient to maintaining a successful individualized program (see Chapter VIII for further ideas). Teachers should also be encouraged to share any instructor-developed learning modules and materials, both within the school and among other school districts. ICEDS, a 309 project of the San Diego Community College, provides ongoing updated information on materials and other resources. Chapter VI covers material selection in detail.

How is Instruction Made Available to the Student?

The following are suggestions that will help facilitate efficient delivery of instructional services to the adult education community:

1. Decentralization of Learning Sites. Often, potential adult students are fearful of leaving their neighborhoods and attending class on a large high

school campus. In addition, many students lack transportation to a central site. A decentralized CBE program which provides instruction in neighborhood centers attracts students who might otherwise not attend adult school classes.

2. Non-Traditional Learning Sites. Decentralized sites can include a variety of locations which may not be traditional classrooms, suchas mobile classrooms which can take classes to neighborhoods which have no public buildings,[1] churches, empty elementary classrooms, portable units, vacant houses, and storefronts.

3. Transportation Provided. Student transportation can allow many students who might otherwise be unable to attend to enroll in adult classes. Hacienda La Puente Adult Schools currently provide transportation for students and may be contacted for further information. Other community resources may be able to provide this service.

4. Flexible Scheduling. One of the elements of CBE instruction is flexibility in scheduling. Adult students need to be able to schedule learning around work and family responsibilities, and should not have to work within the confines of a closed semester system or a fixed time schedule.

Summary Points

Characteristics of CBE Instruction

- Assessment of student's skills does not need to be by paper and pencil tests.
- In addition to traditional subjects, the curriculum concentrates on life-related skills.
- The student chooses the mode of instruction according to personal needs.
- Additional credit for demonstrated competencies may be granted in the individualized class.

---

[1]Adult programs using mobile units include La Puente, Montebello and Whittier Adult Schools.

- Grades and credits are granted for demonstrated skills and knowledge rather than "seat time."

Teaching and Learning Strategies

- The open entry-open exit approach is best suited for CBE instruction.
- Whether conducted in a learning lab or regular classroom, instruction should be individualized.

Content

- In the A.B.E. and diploma programs, special emphasis is placed on teaching functional competencies.
- In non-academic courses, CBE serves as a valuable tool in providing different strategies.

Delivery of Instruction

- A decentralized program bringing instruction to neighborhood centers may be valuable.
- Student transportation and flexible scheduling are two ways of making instruction available to the community.

Individualized Instruction Resources

Adult Learning Center, A National Field Test of Selected Programmed Materials for Undereducated Adults, School of Education, North Carolina State University, Raleigh, North Carolina.

Behavioral Research Laboratories, Effective Teaching with Programmed Instruction, Box 577, Palo Alto, California 94302.

Dunn, Rita and Kenneth, Educator's Guide to Individualizing Instructional Programs, Parker Publishing Company, Inc., West Nyack, New York.

Hendershot, Carl, Programmed Learning and Individually Paced Instruction, Bibliography, copyright by Carl Hendershot, 4114 Ridgewood, Bay City, Michigan 48706.

Kochevar, Deloise E., Individualized Remedial Reading Techniques for the Classroom Teacher, Parker Publishing Company, Inc., West Nyack, New York.

Lawrence, Peter, Individualized Instruction, McGraw-Hill, New York.

Roucek, Joseph, Programmed Teaching, Philosophical Library, New York.

CHAPTER V ASSESSING THE LEARNER

Assessment is the systematic process of collecting and quantifying information through the use of some measurement technique(s). In competency-based education, the concern is the determination of whether students have achieved the competencies specified in the program goals. The primary purpose of assessment in CBE is to determine the learner's status in relation to a well-defined performance standard.

Assessment is not evaluation. No inferences, interpretations, judgments, or decisions are made during the assessment process. Raw data are collected which, in turn, may be used for evaluation purposes. Assessment is only one step in the evaluation process.

Assessment is not synonymous with tests. There are many measurement possibilities, only a few of which are paper-and-pencil tests. Others include observations, rating scales, attitude scales, anecdotal records, interviews, performance tests and documentation of experiential learning.

This chapter considers the purposes and characteristics of learner assessment, development of assessment techniques, and administration of assessment in competency-based programs.

How Does Assessment Fit into Competency-based Education?

Assessment, the process of measuring outcome achievement, is crucial in competency-based education programs. Curricular goals can be delineated and instructional programs can be developed, but without valid and reliable strategies for assessing student achievement, a CBE program cannot function. Assessment is an integral component of CBE along with the curriculum and the instructional program. No one of these components can stand on its own and be called competency-based education. Recent legislation in over 40 of the states, for example, mandates merely an assessment program. Only a few states,

including California, address in some way the integration of curriculum, instruction, and assessment into a total educational program.

What Are the Purposes of Assessment in Competency-based Education?

Information about student achievement is needed to answer several major questions: 1) How well is the individual student able to perform with respect to the stated goals? 2) How effective is the instructional program in promoting goal achievement? 3) How adequate is the assessment device in determining achievement? 4) How appropriate are the goals? The answers to these questions are used to make decisions regarding 1) student placement, advancement, and certification, 2) improvement of an instructional program or selection from competing programs, 3) selection, revision, or deletion of assessment items, and 4) acceptance, rejection, or adaptation of goals. Additional uses which assessment data may serve in CBE include teacher evaluation and evidence of program effectiveness to gain and maintain community support.

The importance of assessment in CBE is underscored by the number of critical decisions to be made based on assessment data. To make valid decisions, adequate information is needed; to obtain adequate information, effective assessment devices are needed.

What Are the Characteristics of Assessment in CBE?

The integral nature of curriculum, instruction, and assessment in competency-based education is emphasized again by the fact that they should share some key characteristics which have been enumerated by Spady.[1] Assessment, as well as curriculum and instruction, in CBE should be explicit, be known, be agreed upon, be integrated, allow choice, be data-based, be adaptive and be criterion-referenced, and may reflect life roles.

---

[1] Spady, William. Presentation to the California Association for Measurement and Guidance seminar on Competency-Based Education, Los Angeles, California, December, 1977.

1. Assessment Should Be Explicit. The techniques used to assess student outcome achievement need to be clearly articulated, unambiguous vehicles. Vagueness and deception have no place in CBE assessment.

2. Assessment Should Be Known. All people concerned with a competency-based education program should know what is being measured and how it is being measured. Not only school personnel, but students and the community also need to be informed of the content and strategy of the assessment. This characteristic precludes the use of the hidden or surprise test. Although it is not necessary to show the exact assessment instrument, in many cases this can be quite appropriate. Minimally, clear descriptions of the what and how of assessment must be shared with all concerned educational constituents.

3. Assessment Should Be Agreed Upon. To a large extent, agreement upon assessment is achieved when agreement is reached concerning the curriculum. Clearly stated objectives prescribe the content of assessment. Agreement concerning assessment techniques should be based upon how valid and reliable the techniques are. Legislation in California recently has mandated what educational theorists have recommended for years-- the direct involvement of all segments of the educational constituency in the development of educational programs.

4. Assessment Should Be Integrated with Curriculum and Instruction. The integral nature of the three components of CBE has been emphasized throughout this chapter and is depicted in Figure 3 below.

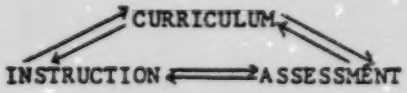


FIGURE 3 Integration of Curriculum, Instruction, and Assessment

5. Assessment Should Reflect Life Roles. This is consistent with a definition of competence which emphasizes success in life functions as the desired outcomes. In contrast are programs which emphasize the discrete skills and knowledges which are the building blocks for competencies. When goals are based upon life role competencies, there is no alternative to assessment which also may reflect life roles.

6. Assessment Should Allow Choice. The areas of choice include the when and the how of assessment. In a competency-based program in which time is flexible, students are allowed to proceed with assessment when they are ready rather than only on Friday, at midterm, or the end of a semester. Additionally, they are allowed multiple opportunities for assessment rather than a one-shot chance. Students and their teachers, therefore, participate in the decision as to when and how often assessment takes place.

Traditionally, one type of assessment is used to determine outcome achievement for all of the students. Advances in the technology of measurement have made possible alternative means of assessing student achievement. In fact, the use of multiple measures to assess attainment of a life role competency is often desirable. An alternative assessment technique which a student might choose in lieu of completing a prescribed test is documentation of experiential learning. For example, driver license, voter registration card, professional license, etc.

7. Assessment Is Data-Based. In the cyclical process of competency-based education, information about curriculum and instruction is used in decisions about assessment, and information about assessment is continuously fed into the cycle. The data obtained from an assessment will only be as good as the data which were used as a basis for the development of the assessment.

8. Assessment Is Adaptive. Assessment techniques, once developed, are not set in concrete. As with all aspects of CBE, assessment is open to change. Data may indicate the need for improvement. Modifications in outcomes must be reflected in changes in the assessment. When an assessment device does not adequately determine outcome achievement, it must be adapted.

9. Assessment Should Be Criterion-Referenced. The primary purpose of assessment in CBE is to determine the student's status with respect to a well-defined competency criterion. CBE is less concerned with the student's performance with respect to the performance of other individuals. Hence, competency-based education calls for assessment which is criterion-referenced, not norm-referenced. For comparison of criterion-referenced and norm-referenced tests, see appendix, Chapter V.

What Assessment Techniques Can Be Used in CBE?

There are three compelling reasons behind the need for diverse techniques for assessment in competency-based education. First, because an assessment technique must accurately reflect the competency criterion and because competencies vary in the type of skills required, different types of assessment techniques are needed. For example, if a competency requires the actual performance of a task, a written test is not appropriate. Second, multiple measurement devices are often needed to assess a given competency because our current technology does not allow for confidence in one measure's ability to provide valid and reliable data. Data from more than one technique serve to corroborate each other and, thus, allow more confidence in their validity and reliability. Third, a major characteristic of CBE calls for alternative and multiple opportunities for assessment. The challenge is to develop alternative strategies for determining the achievement of competency outcomes.

There are several categories of assessment strategies to consider for the measurement of competencies. The choices extend from one end of the reality continuum to the other, from actual performance in the real world beyond school to paper-and-pencil objective tests. At the paper-and-pencil end of the continuum, assessment is relatively simple and inexpensive, but the results are less likely to be valid. At the reality end of the continuum, the assessment process is difficult and costly, but the likelihood of validity is great. Trade-offs need to be considered which allow for confidence in the assessment data, yet which place assessment within a feasible range of difficulty and cost to produce and implement.

What Are the Validity and Reliability Issues Related to Assessment in CBE?

Whenever a technique is used to assess student competence, two major questions about its credibility must be answered. First, does the assessment technique actually measure what it is supposed to measure? Second, does it measure with an acceptable degree of consistency? The first question addresses issues of validity while the second is concerned with reliability.

Validity refers to whether an instrument measures what it purports to measure. Types of validity have been very useful in evaluating norm-referenced tests; their use in criterion-referenced testing is questionable. Two types of validity which have implications for assessment in CBE are not statistical in derivation, but rather involve comparative analysis. These are curricular and instructional validity. Curricular validity is a measure of how well an assessment represents the goals and objectives delineated in the curriculum. To determine curricular validity, the items in an assessment are compared with the objectives stated in the curriculum. Instructional validity is a measure of how well an assessment represents what is actually being taught. Even if an assessment has curricular validity it may not possess instructional validity. If the goals and objectives of the curriculum are not translated into instruction,

they should not be included in an assessment instrument.

Reliability refers to the consistency of results obtained from an assessment device. Reliability in classical measurement has depended upon variability. Because variability is not a necessary or even desirable characteristic of criterion-referenced tests, the traditional means for determining reliability do not apply. This is not to say that reliability in CBE assessment is of little importance. In fact, the major concern is with the accuracy and consistency of the decisions which are made based on the data. Thus, reliability can be determined by establishing the proportion of decisions which are consistent in test-retest situations or across parallel forms.

Who Should Be Responsible for Developing Assessment Techniques for Competency-Based Education Programs?

Assessment is of utmost importance in CBE (more so than in conventional programs). It is also obvious that existing methods (eg. standardized, norm-referenced, paper-and-pencil tests) will not alone suffice in CBE programs. Therefore, the development of assessment techniques and instruments for CBE is a critical responsibility -- a responsibility that is probably too large for local programs to assume by themselves. The task of developing appropriate assessment strategies should be shared among local programs, commercial publishers, and organizations which produce customized tests.

Standardized tests available from commercial publishers are national rather than local in focus; therefore, they may not be suitable for most CBE assessment purposes. In order to satisfy the need for congruence, some local development of assessment is called for. There is a need to train people to create assessment devices and to provide sufficient time and money for the development to be accomplished.

Local development seems to be most appropriate for those assessments which are embedded in the instructional program, those which provide feedback

to the student and teacher on an ongoing basis throughout the instruction and those which relate to the specific learning tasks leading to competency. An integral component of local instruction development must be assessment development. Local development is especially needed in the area of performance tests which are designed to assess life skills of local importance and which require actual performance in the local community.

Commercial publishers can play a part in the development of CBE assessment, however. Their role will probably be most effective in developing criterion-referenced paper-and-pencil tests to assess the most commonly agreed upon enabling objectives in reading and math. These tests can be used for placement and for diagnostic purposes.

Recently organizations have produced customized tests which are created to suit the specific needs of local programs. There are limitations to this approach. It is costly. Additionally, the tests developed are generally paper-and-pencil and, therefore, do not assess application competencies as well as performance tests do.

A somewhat similar approach which a local program might take is to select items from available item pools. The California State Department of Education has developed a bank of items to assist local programs in the implementation of Assembly Bill 65.[2] Local program goals (objectives and competencies) can be matched with items and selected from the pool. These items should then be compiled, reviewed, and tried.

A problem peculiar to adult education programs is that assessment devices produced by commercial publishers or available from customized test services or item banks are most frequently not oriented toward adults. Assessment

---

[2]"Technical Assistance Guide for Proficiency Assessment," California State Department of Education, Sacramento, CA, 1977.

devices must be geared to adults. Hence, care must be taken, when selecting tests, to choose materials and tasks relevant to adults.

Who Is Responsible for Conducting Assessment in CBE?

Traditionally, tests have been developed and administered by the teacher if they relate to the instructional program. Other tests, such as standardized aptitude and achievement tests, have been administered by school counselors or psychologists who have had training in classical test and measurement theory. As has been described, assessment in CBE plays different roles from those in traditional programs. This, in turn, requires restructuring the responsibilities of school personnel. It is not simply a matter of different people doing the same old tasks; rather it is a matter of personnel distributing the new responsibilities related to assessment in CBE.

Counselors, teachers, assessors, administrators, paraprofessionals, clerks, students, and community can all assume some responsibility for assessment in CBE programs. Local programs need to determine their personnel resources, their assessment needs, and the ways in which responsibility for assessment will be shared. A few approaches which might be used are described below.

The Oregon Competency-Based Diploma Adult High School utilizes an assessorial/instructional team which possibly includes a counselor, administrator, instructor, and one or more community resource experts (if necessary to assess special occupational or avocational competencies). The adult student first meets with a counselor to determine educational goals and programs. Early in the process, an instructional member administers diagnostic assessments. Appropriate team members, often community resources, assess documentation of experiential learning. The student seeks guidance from the team since assessment is ongoing and integrates counseling, assessing, and instruction.

The Texas Adult External High School Diploma Program also utilizes a team approach. The team members include a learning consultant who has primary responsibility for guidance and instruction, a learning resource person who has major responsibility for establishing and maintaining learning and assessment programs, and the learning assessor who has major responsibility for assessment and certification. Although the learning assessor is the key person in assessment, the learning consultant also plays a role in assessment as it is integrated in the instructional program. The learning resource person, too, has a role in assessment as an integral component of program development.

The Los Angeles Adult Competency Based Diploma Program incorporates a counselor-teacher-assessor team. The assessor is responsible for the majority of assessment tasks. Students are referred to the assessor by the counselor or the teacher. The assessor administers group and individual assessments, paper-and-pencil and performance tests, and placement diagnostic and competency achievement measures.

It should be pointed out that while there are specialized functions and roles related to assessment in CBE, it is not necessary for these functions to be performed by a person who only does assessment. According to local needs and resources, one individual might handle either counseling and assessment or instruction and assessment. It appears that, in order to maintain a high level of objectivity and a low level of role conflict, it might be advantageous for different people to do instruction and assessment with the same student.

Local budgets probably will not permit the addition of assessors to the current staff. This means that current staff need to be utilized in differing ways in order to insure that effective counseling, instruction, and assessment occur.

How Do Adults React to Assessment in CBE?

In the past, it was commonly believed that adult students were intimidated

by tests and, therefore, that they would not participate in programs which emphasized testing. Recent experience has shown that this is not true when 1) the assessment is seen as relevant to the adult's needs, 2) the assessments are non-threatening, 3) they occur frequently as a component of the instructional program, 4) the adult knows what to expect, 5) they provide constructive feedback to the student and teacher, and 6) they do not compare one student with another.

Adults who return to school voluntarily have recognized that they have educational needs. They welcome activities which help them to clarify their educational needs and, as a result, participate in appropriate instruction.

To a large extent, the change in the attitude of adult students toward assessment is a function of the change in the purposes, characteristics, and types of tests being used and, most importantly, a function of the changing perception adult educators have of the role of assessment in their educational programs. In effect, when adult educators accept assessment as a crucial, integral component of the total process, adult students will be ready and willing to participate in such programs.

Summary Points

Purpose

- Assessment in CBE determines the student's performance level in relation to a clearly stated goal.
- In addition to measuring student achievement, assessment serves to determine the quality of instructional programs, the validity of assessment devices, and the appropriateness of program goals.

Characteristics

- The integration of assessment, curriculum, and instruction is crucial.
- Assessment should reflect life roles as described by the functional competencies.

- Content and strategies of assessment should be clearly described, be known to those involved in the assessment, allow for choice in time and technique, and be adaptable.

- Assessment should be criterion-referenced rather than norm-referenced.

Techniques

- Depending upon the nature of the competency, assessment strategies may range from paper-and-pencil objective testing to actual skill performance.

- The credibility of assessment depends upon validity and reliability of the testing device.

- Local programs, commercial publishers, and organizations should share the task of developing appropriate assessment strategies.

Performance

- School personnel, paraprofessionals, students, and/or the community may assume responsibility for assessment.

- Existing CBE programs utilize assessorial/instructional teams for conducting assessment.

- Where the assessment is relevant, non-threatening, and informative, the adult learner is a willing participant in assessment activities.

References

"Oregon Competency Based Adult High School Diploma: Field Test Model (1977)," Northwest Regional Educational Laboratory, Salem, Oregon, 1976.

"Proposal for an Adult External High School Diploma Program for Texas," University of Texas at Austin, Austin, Texas, May 1975.

"The Los Angeles Design for Competency-Based Diploma Program for Adults." Los Angeles Unified School District, Division of Career and Continuing Education, Los Angeles, California, 1977.

APPENDIX, CHAPTER V

COMPARISON OF NRM and CRM

The table below was developed to summarize the similarities and differences between norm-referenced and criterion-referenced measurement.[3]

Norm-Referenced Tests	Criterion-Referenced Tests
CONTENT SPECIFICATIONS	
1. tests usually cover broadly-defined educational goals	1. tests cover a set of specific objectives
2. altering a test to fit a specific local curriculum is very difficult	2. the set of objectives used may be easily selected or modified to fit local curricula
ITEM SPECIFICATIONS	
1. items are usually written to learning objectives which represent a sample of those relevant to the goals being measured. Each goal is systematically sampled, but objectives are not.	1. items are written to learning objectives, each of which is systematically sampled
2. single items often require knowledge of several aspects of the content	2. items refer only to the objective to which they are written
3. the best items are those that discriminate well between those that score high and those who score low on the test ---show growth from grade to grade	3. the best items are those who have and and have not had effective instruction to that objective ---show mastery immediately after the objective has been achieved
ADMINISTRATION	
1. standardized conditions of administration are essential, including control of time	1. more latitude in conditions is permissible, control of time is rarely appropriate
2. parts cannot be omitted without damage to meaning of total	2. parts can be omitted at will, since there is no total score
SCORES	
1. raw scores rarely have such direct meaning	1. raw scores have some direct meaning about achievement of the objectives being measured

---

[3] "The Nature and Uses of Criterion-Referenced and Norm-Referenced Achievement Test," Special Report. Vol. 4, No. 3. Association of California School Administrators.

2. derived scores are used such as standard scores, percentile ranks, grade equivalents, etc.	2. scores used are the number right, and categories such as mastery and non-mastery
3. all items contribute to part and total scores	3. each objective has its own score; meaningful total scores are usually not possible

VALIDITY

1. many of the procedures for assessing the validity of norm-referenced tests are based on correlations and thus on variability	1. criterion-referenced measures are validated primarily in terms of the adequacy with which they represent the criterion

RELIABILITY

1. norm-referenced tests should be reliable, i.e. internally consistent. Classical procedures for assessing internal consistency are utilized.	1. criterion-referenced tests should be reliable, i.e. internally consistent, however, it is not obvious how to assess the internal consistency; the classical procedures are not appropriate. Every student could obtain a perfect score on a C.R. test

VARIABILITY

1. variability is essential; since the meaningfulness of a norm-referenced score is dependent on the relative position of the score in comparison with other scores. The more variability the better!	1. variability is irrevelant; it is not a necessary condition for a good criterion-referenced test!

CHAPTER VI RESOURCES NEEDED

All commercial resources, print and non-print, must be selected carefully. Locating materials may not be a problem, but selecting is. The instructional staff will need to learn techniques in selecting appropriate, applicable materials that are based upon specified performance objectives.

One alternative to selecting commercially produced materials is, of course, to develop one's own. There are several reasons why materials might need to be developed before implementing a CBE program: 1) commercially available instructional materials may not incorporate the principles of competency-based instruction, 2) they may not include the knowledge, skills, and competencies required for the CBE curriculum, and, 3) they may not have the reading or interest levels appropriate for adults who do not have a high school diploma.

This chapter explains selecting CBE materials from existing sources, adapting commercially produced materials for CBE use, and developing new CBE materials.

How Should Materials be Selected?

1. Non-Print Media. Non-print media should be brief, colorful, and to-the-point. Less verbal films seem most effective. They are often free from the "overkill" effect of verbal reinforcement of content that visuals have already made clear.

Common types of media resources that might be considered are: films, audiotapes, videotapes, slides, filmstrips or multi-media such as sound/slide or filmstrip with cassette and written response. Also available are such media choices as wet carrels with computer-assisted instruction or other electronic feedback devices.

Criteria that will help teachers select the best non-print material

- Material correlates with course objectives and further develops concepts being taught
- Material is appropriate to interest and ability levels of students involved
- Short viewing, listening sessions are most effective (20 minutes)
- Pictures are clear and effective, sound is pleasing
- Color is preferable to black and white, but rate of learning between both is not significantly different

2. Print Media. Print media range from the common textbook or workbook through programmed text instruction to computer printout. Printed materials are especially crucial to adult education; many are inadequate, being either designed for elementary or secondary-aged students or written at an inappropriate readability level.

Teachers need to learn how to select materials based on relevance and readability. Materials need to be scrutinized carefully, especially ABE materials, to assure they are not "talking down" to adult students. Materials that may have turned off the students during their earlier school years should not be used.

Criteria that will help teachers select the best print materials.

- Language and style of writing are appropriate for adults.
- Material is adult competency-based
- Material is accurate and adequate for objectives and level of students
- Material does not demean or stereotype according to sex, age, or ethnicity
- Pictures, illustrations reinforce text, are up-to-date, and are attractive to the adult learner
- Quality of production is high: good paper, clear print
- Contains pre- and post-tests to assess entering level of student's skills and knowledge, and measures student's achievement upon exit
- Worksheets, exercises are adequate in quantity and quality of practice to achieve desired skills and knowledge
- Material can be readily adapted for student differences
- Teacher's guide contains clear objectives and directions for teaching, with suggestions for peer-help, small group, and independent activities

Sources and materials are listed at the end of this chapter.

3. Determining the Readability Level of Print Material. Many readability formulas are available, but the Fry Readability Formula is easily adaptable for

for use with adult readers. A copy of the Fry Graph as adapted for adults can be seen following this discussion (see Figure 4). It is important to note that the Fry Graph, like most readability formulas, considers only word length (number of syllables) and sentence length as criteria for readability. There are other important considerations. For example, syntax (including use of dependent clauses, verbals, and imbedded elements) greatly affects readability -- as does concept load. Concepts are usually reflected in nouns but not always in multisyllable nouns. Nouns such as "idea," "space," and "mass" are as complex as "transportation" or "environment" in concept load.

If a text is being used regularly with a class, then the CLOZE readability technique is more satisfactory because it matches the student and the material to be read and does account for syntactical and concept elements. An abbreviated sequence for using the CLOZE procedure is included following the Fry Graph.

GRAPH FOR ESTIMATING READABILITY*

by Edward Fry, Rutgers University Reading Center, New Jersey

*Adapted for Use with Adults

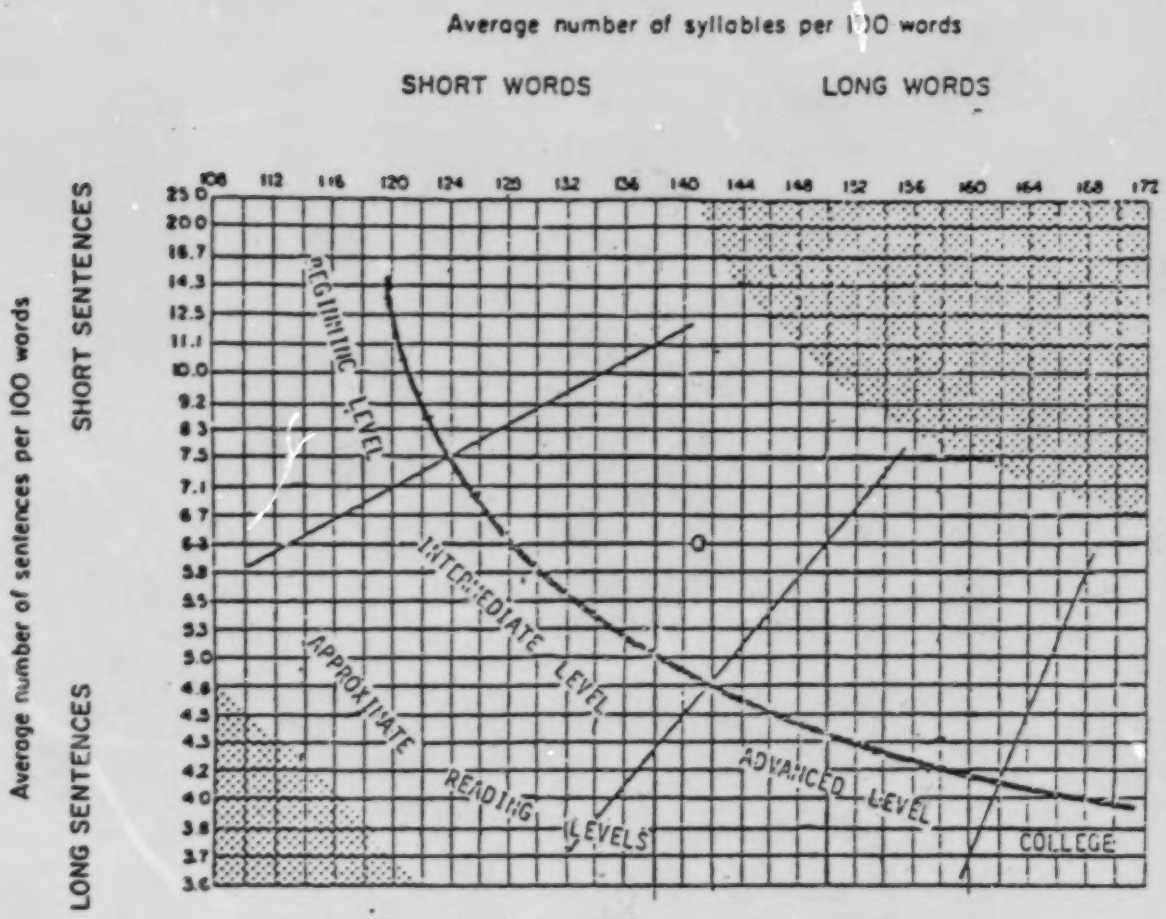

Average number of syllables per 100 words
SHORT WORDS
LONG WORDS
Average number of sentences per 100 words
SHORT SENTENCES
LONG SENTENCES
108 112 116 120 124 128 132 136 140 144 148 152 156 160 164 168 172
25.0 20.0 16.7 14.3 12.5 11.1 10.0 9.2 8.3 7.5 7.1 6.7 6.3 5.8 5.5 5.3 5.0 4.8 4.5 4.3 4.2 4.0 3.8 3.7 3.6
BEGINNING LEVEL
INTERMEDIATE LEVEL
APPROXIMATE READING LEVELS
ADVANCED LEVEL
COLLEGE

FIGURE 4

DIRECTIONS: Randomly select 3 one hundred word passages from a book or an article. Plot average number of syllables and average number of sentences per 100 words on graph to determine the grade level of the material. Choose more passages per book if great variability is observed and conclude that the book has uneven readability. Few books will fall in gray area but when they do grade level scores are invalid.

EXAMPLE:

	SYLLABLES	SENTENCES
1st Hundred Words	124	6.6
2nd Hundred Words	141	5.5
3rd Hundred Words	158	6.8
AVERAGE	141	6.3

READABILITY: Intermediate (see dot plotted on graph)

REPRODUCTION PERMITTED – NO COPYRIGHT

For further information and validity data see the April, 1968 Journal of Reading and the March, 1969 Reading Teacher

CLOZE: A Test of Reading Ability and Readability

Unfortunately, group standardized reading tests are not accurate indicators of adult reading ability; likewise, most readability formulas consider only the length of sentences and the number of syllables. Ignored are such important reading dimensions as concept load and syntax difficulty. The CLOZE technique, on the other hand, overcomes all of these criticisms by matching the student with the material to be read. It is most appropriate for materials used frequently and repeatedly in a given class or center.

Preparing a CLOZE test:

1. Select a narrative passage of over 500 words. If the material is lengthy, such as a textbook, a sample should be taken from the beginning, middle, and end as some books vary greatly in reading difficulty within the book.

2. Leave the first few sentences intact to provide a sample of style and content.

3. Next omit exactly every 10th word and replace the words with blanks of equal length and long enough to write in the word. Leave 50 blanks for ease in scoring.

4. The only instructions necessary are: "Place in the blanks the word you think the writer (or author) would have used."

5. Students are given as much time as needed to complete the exercise. They are told the exercise will not be returned. (It is not a teaching device in this instance.)

6. If more than one sample exercise is taken from a single text, the exercise closest to the average score received by a typical class is selected to represent that book and can then be used with any individual or class.

Scoring:

Count 2 points for every word that matches the author's (only endings may vary). The total gives a percentage score which can be used to decide if the student should be given the material to read.

CLOZE Score	Level	Recommendation
Below 44%	Frustrational	Student should not be asked to read the material.
44% - 57%	Instructional	Student can read material with help (probably in-class with special preparation).
Above 57%	Independent	Student can be assigned the material to read on his/her own.

Because only the exact word is accepted, the percentages seem low but equate to a much higher score. For example, the 57% is equivalent to 95% on a standardized reading test; 44% equals 75% on a standardized test. This concept is difficult to explain to students and is the main reason the exercise is not returned to them.

CLOZE as a Teaching Technique:

CLOZE, however, can be used effectively as a teaching tool in which case any words (verbs, nouns, etc.) in any order may be deleted (depending on student reading problem). In this instance the students are involved in correcting their papers.

How Can Commercial Materials Be Adapted for Use in a CBE Program?

Because commercial materials may not be structured in a manner consistent with competency-based education, there is often a need to adapt traditional materials for use in CBE programs. If the content of the materials is appropriate, the materials can be adapted for CBE use. This may be less time-consuming, less costly, and may require less skill than the development of new materials.

There are several procedures which will facilitate the adaptation of commercial materials for use in a CBE program. Only materials which have been reviewed, evaluated, and selected according to the criteria presented earlier in this chapter should be considered for adaptation.

One procedure which will be of great value is to develop a matrix which cross-references the objectives of the curriculum with specific references in available materials (see Figure 1). Along the top are recorded the objectives of the curriculum. Along the side are the titles of existing materials. In the appropriate squares where the objective intersects with materials containing appropriate content, the specific reference is recorded (eg. page numbers, chapter, tape or filmstrip title). Additional information, such as reading level, target population, may be included.

This type of matrix will serve several purposes:

1) As a ready reference of materials to be incorporated into the CBE program, "as is" or to be adapted.

2) As identification of the topics for which few materials are on hand, indicating the need to acquire or develop new materials.

The other basic procedure involves several steps. The first step is to design activities utilizing the existing material. The activities might include directions to the teacher and student as to purpose, procedure, and follow-up. There may be activities which provide for structured group discussions, follow-up written assignments, out-of-class surveys, and actual performance tasks. Activities which incorporate the essential characteristics of CBE should be designed.

The second step is to cross-reference these activities, with devices so that they can be used diagnostically/prescriptively. Assessment devices should be developed as an outgrowth of the objectives for each competency; they should not be dependent upon individual materials.

By using these procedures to adapt commercial materials, programs can implement CBE with a minimum of effort, time, and money.

How Are CBE Instructional Materials Developed?

Competency-based instructional materials may be developed by following any of a number of systematic approaches. The sources and materials section at the end of this chapter lists articles and books

materials, the following procedures have been implemented by the Los Angeles Competency-Based Education Projects.

Steps in the Development of Competency-Based Instructional Materials

1. Conduct preliminary research concerning the program.
   a. Determine the target population (ABE, ESL, combination ABE/ESL, woodshop, sewing, etc.)
   b. Decide whether the materials should be written for individual study and/or classroom instruction.
   c. Resolve who will be responsible for the development of materials. A varied staff composed of persons with background in each area of instruction is almost essential.
2. Conduct preliminary research concerning the competency.
   a. Review the literature.
   b. Survey available instructional materials.
   c. Confer with subject matter experts in the field and in education.
3. Derive behaviorally-stated instructional objectives.
   a. Clarify the content and behavior of the competency.
   b. Generate three to six objectives for the competency.
   c. State objectives behaviorally so that they can serve as the basis for developing instructional activities, materials, and assessments.

4. Select or construct assessment devices for use as pre- and/or post-tests.

   a. Consider diverse measures (criterion referenced, expert judgment, interviews, observation, review of experiential learning, applied performance tests, etc.)

   b. Design assessment to be diagnostic-prescriptive.

   c. Evaluate assessment techniques in terms of:

      - feasibility,
      - sensitivity,
      - validity,
      - reliability,
      - interpretability.

      (See Chapter V for a further discussion of assessment in CBE).

5. Devise multiple, alternative learning activities for each objective.

   a. Analyze each objective and the assessment.

   b. Determine for each objective: 1) the content, and 2) the instructional strategies. Use diverse strategies, including:

      - individual study,
      - small group work,
      - teacher-directed lessons,
      - audio-visual learning,
      - role play/simulation,
      - real-life tasks.

   c. Evaluate the content and strategies prescription in terms of:

      - probable effectiveness,
      - relevance of content,
      - economy of design,
      - manageability.

6. Develop prototype materials for each objective.

   a. Collect and incorporate applicable commercial materials.

   b. Write new material.

   c. Produce media, if prescribed.

   d. Review and critique the materials.

      - Conduct a technical review using subject matter experts in the field and in education.

      - Walk several students from the target population through the materials.

   e. Review prototype materials according to the suggestions of the technical reviewers and students.

7. Prepare materials for pilot testing.

   a. Type
   b. Proof
   c. Duplicate
   d. Compile all components

8. Provide staff development to pilot test personnel.

   (See Chapter VIII for discussion on staff development in CBE)

9. Pilot test the prototype instructional materials.

   a. Utilize students from the target population.

   b. Do not use large numbers of students in a pilot test.

10. Formatively evaluate the materials.

   a. Collect information to answer the following kinds of questions:

      - To what extent are the materials being implemented as planned?

      - To what extent are the materials relevant to the needs of the target population?

      - To what extent do the students achieve competence?

      - To what extent do the pilot test personnel accept the materials and are able to use them?

      - To what extent do the materials allow for reliable and valid methods for measuring and recording student progress?

      - To what extent are there unanticipated outcomes? What are they?

   b. Use several data sources:

      - pre- and post-tests

      - records of student learning activities

      - attitudinal data from students, teachers, administrators, counselors, and aides

      - observations and interviews

11. Utilize the formative evaluation data to revise the materials.

   a. Develop revision guidelines and criteria.

   b. Consider student post-test data and the most important criterion.

12. Recycle the materials through pilot testing and revision until you are confident that they can be used with large numbers of students.

13. Conduct a field test of the materials.

    a. Use larger numbers of students.

    b. Gather evidence that the materials are effective and usable.

14. Review materials utilizing the field test data if necessary.

15. Recycle through field testing and revisions until there is evidence that the target population can use the materials as intended to achieve the objectives.

16. Release the materials for use by the target population.

Where to Get Help:

Competency-based materials, reading levels 1-4, 5-8.	- Elna M. Dimock Competency-based Live-Ability Skills Clovis Adult Schools 914 Fourth Street Clovis, CA 93612
Competency-based materials, for high-school completion.	- Bill Ririe Los Angeles Unified School District Division of Career & Continuing Education Adult Basic Education Program 1200 Cornwell Street Los Angeles, CA 90033

Summary Points

Selecting from Available Materials

- Non-print media should be brief, clear, and purposeful.
- Print media needs to be selected based on levels of readability.
- Both print and non-print media must correlate with course objectives, and both must be appropriate to interests and ability levels of the students.

Adapting Commercial Materials

- A matrix cross-referencing performance objectives with titles of existing materials helps to determine 1) what materials may be incorporated in the CBE program, and 2) what topics require the development of new materials.

Developing New Materials

- A systematic sequence of steps, ranging from conducting preliminary research to dissemination of the finished product, is crucial in the development of new materials.
- Materials should be developed in accordance with local needs.
- Alternative learning activities, materials, and assessment techniques must be provided for each objective.

Sources and Materials

1. State Repositories. Six state repositories, located in county offices of education are currently available. They contain ICEDS evaluated list/samples of APL/CBE books from publishers, and products of state and national 309 projects including audio-visual materials, ABE/ESL curricula, teacher training programs, and the like.

   Examples:

   a. ESL/ABE Classroom Strategies (video cassettes), Palomar, CA
   b. Reading Vocabulary in Action (RVIA), Los Angeles, CA
   c. Project LINK-APL/ESL, Malta, Illinois
   d. Project DART-Developing Adult Reading in Texas, Denton, Texas

   Items will be available for examination, loan and/or sale in each repository. Your field consultant is the liaison person for the repository in his/her area.

2. Commercial publishing companies, whose catalogs reflect a recognition of the APL/CBE trend nationwide. Cambridge, Steck-Vaughn Regents, Lakeshore, New Reader's Press, Pitman-Learning, and others. Consult California Source (P.O. Box 1111, Felton, CA 95818), a directory of companies that supply California schools with educational materials, equipment and services.

   Multi-media sources of programmed software and materials, video cassettes, tapes, movies, filmstrips can be obtained from catalogs and/or companies such as Singer, eye gate media, Film Fair Communications. Learning laboratory teachers can give excellent recommendations.

3. Educational Research and Development Centers. Publications can be ordered from catalogs.

   a. Northwest Regional Educational Laboratory (NWREL)
      710 S.W. Second Avenue
      Portland, Oregon 97204

   b. Far West Laboratory for Education Research and Development
      1855 Folsom Avenue
      San Francisco, CA 94103

c. National Multi-Media Center for Adult Education
Adult Educational Resources Center
Montclair State College
Upper Montclair, New Jersey 07043

4. Professional Organizations and Journals.

a. TESOL Quarterly, ON TESOL yearly. TESOL, Washington, D.C.

b. Techniques, Swapshop. NAPCAE, Washington, D.C.

c. Adult Literacy and Basic Education. Commission on Adult Basic Education of the Adult Education Association. Auburn, Alabama.

d. Multi-media kits in APL categories. NEA, Washington, D.C.

5. Computer Services.

a. SMERC-San Mateo Educational Research Center has a listing (free) of APL/CBE resources.

San Mateo Education Research Center
San Mateo County Office of Education
333 Main Street
Redwood City, CA 94063

b. ERIC-in certain universities and county education departments. Sample listing: Strategies for Disseminating Ideas, Practical Products of Improving Teaching in a Competency Based Program, ED 126949
C. Adell

6. Governmental Agencies. Pamphlets, brochures in all APL content areas from many, many agencies. HEW, Department of Agriculture, IRS, etc. Publications from USOE, Department of Adult Education and the Catalog of NIE Educational Products, NIE.

a. Federal Agencies:

Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

Consumer Information Center
Pueblo, Colorado 91009

b. State Agencies:

Department of Vocational Education
721 Capitol Mall
Sacramento, CA 95814

Department of Consumer Affairs
1020 N Street
Sacramento, CA 95814

c. Community Agencies with Free Materials:

Public Health Centers
Department of Motor Vehicles
Park and Recreation
Others

7. National businesses have much free material which can be used to develop curriculum. Examples: National Dairy Council, also sells educational materials; insurance companies, Johnson and Johnson. Department stores such as J.C. Penney Co. has an Educational Division which loans and sells education and consumer oriented materials.

Resource Books of Annotated APL Sources.

ABC's of APL: An Annotated Bibliography of Materials Related to the APL General Knowledge Area

APL Project
University of Texas
Education Annex S21
200 W. 21st Street
Austin, Texas 78712

Sources, Courses, and Recourses

Rita Berman-Wirtz
Utilizing Education Programs in Correction Facilities
College of Continuing Education
University of Southern California
3717 S. Grand
Los Angeles, CA 90007

Adult Competency Instructional Guide

Adult Education Department, Auburn University, Montgomery, AL

Adult-Performence Level Arrangement of Publishers' Listings

Adult Education Center
Memphis State University
Memphis, Tennessed 38152

CHAPTER VII EVALUATING THE PROGRAM

This chapter considers guidelines for the evaluation of programs for adults. As used here, evaluation refers to the total appraisal function. Assessment refers to the individual measurements applied to components of the total process. For example, students may be assessed with criterion-referenced tests; teachers, according to their expertise in presenting instructional material. These and other indicators provide a collective evaluation of the competency-based program.

Why Evaluate?

Program evaluations are conducted to serve various interests, ranging from specific assessment needs to general information. Included among those seeking evaluation data may be:

1. Students who wish to ascertain their individual growth.
2. Teachers who may wish to assess teaching techniques, content or attainment of objectives.
3. Program developers who wish to determine whether or not the goals and objectives of their programs were met.
4. Boards of education who are concerned for program growth and costs.
5. Program decision-makers who wish to maintain, reduce, expand, or eliminate certain sections of the course content.
6. Prospective employers who may hire students trained to the level of job entry.
7. The general public whose knowledge of growth in competency areas may have implications for future support of schools.

Because evaluation data are used by different audiences for different purposes, it is important in the development of an evaluation design that target populations be defined at the outset. It is important also that the assessment procedures used will in fact provide answers to the questions asked by the target populations.

Who Should Evaluate?

It is not only significant to know what, why, and for whom the evaluation is to be done but, inescapably, who is to do it.

As much as is possible, those influenced by the evaluation should be participants in its development. If they cannot participate, they should be informed of the results. Persons who are influenced by the evaluation may represent one large group consisting of two general sub-groups : in this case people inside and outside the school district.

Personnel inside the district usually assume responsibility for planning, funding and reporting the data. Those outside the district often serve in an advisory capacity through advisory councils or other resource functions. They are in the unique position of being able to assess whether or not the "product" of instruction is effective. Accreditation teams may provide formal evaluation of how the operation is progressing.

How Is the Program Evaluated?

In evaluating the program, the assessment of both the people involved and the criteria used becomes necessary, including:

1. Students. Assessment of a student's ability to perform ultimately lies in the ability to successfully perform in the environment in which he/she will eventually function. However, limitations of time and facilities often force alternative assessment procedures:

   a. Paper and pencil tests (teacher made, criterion-referenced).

   b. Simulation activities and role playing in a created, near-realistic setting.

   c. Certified competencies, verified by expert observers within and outside the educational institution.

   d. Attendance records--a record showing voluntary, regular attendance in classes may indicate interest, enjoyment and/or commitment to learning.

   e. Completion of required competencies. The number of students who qualify for a high school diploma, attain credit, or attain job skills, constitute other assessment indicators.

2. Staff. Administrative support, knowledge of program goals, and willingness to act and to implement programs may be assessed by observation.

Competencies of teachers in subject knowledge as well as in transmitting information and expediting learning are also important assessment data. In addition, the attitudes of staff about the success of students, success of the program, and values of human worth may be assessed by observation, conferencing, and other informal contacts.

3. Community. Community planning groups may provide valuable data when they represent a cross section of the community. Adult education teachers, administrators, and community personnel working cooperatively may provide assessment data of value to the monitoring process and final product of the program. These data may be obtained through various survey procedures including needs assessments, questionnaires, town hall presentations, invitations to react through the mail, and other informal response.

4. Instructional Materials. Assessment of instructional materials through curriculum council teams may give accurate appraisals of the validity of materials used. The same personnel may well provide information to administrators and staff regarding the relevancy of course content. Of utmost concern would be the question of whether or not the course content really develops the competencies expressed in the objectives of the course.

5. Funding. Funding is always of concern in adult education programs. Whether or not sufficient numbers of people attend classes to justify their continuation on the basis of cost effectiveness is a matter of ongoing concern. Therefore, the "break even point" in attendance is a significant assessment factor. Beyond that, some courses for special groups, e.g. sign language and lip reading for individuals, are of such value as public service that other considerations may override the cold facts of profit or loss data. Some large group instructional classes may have to bear the cost burden of valuable small group of individualized instructional units.

6. Selection of Test Instruments. Many test instruments are available for general and specific knowledge and skills measurement. In the selection of any test instrument, the following may be considered:

a. Does it adequately measure what it was intended to measure?

b. Will it yield consistent results?

c. Is it appropriate for the population to be assessed?

d. Is it easy to administer and score?

e. Is the cost of administration and scoring reasonable and within the budget? (For detailed discussion on testing see Chapter V.)

7. Follow-up Studies. Indication of degree of program success can be found by reviewing data received in student follow-up studies. There are not always enough responses to a survey to make the results meaningful. It is therefore important to inform currently enrolled students that they will be contacted and asked for their assistance in making the program relevant. The necessity of keeping the adult education office informed of future address changes should be stressed to all students.

Other follow-up studies may be addressed to employers of students who have been trained in adult education classes. Letters of appreciation for participation in surveys may do much to keep the doors open for future information.

A file system in which records of the students' demonstrated competencies are maintained should be developed. Records should provide consistent data. If possible, results of testing with the same measurement instrument should be maintained over a long period of time. Charting trends revealed by these data may assist decision makers in planning future programs.

What Are the Major Tasks in the Evaluation Process?

The formal and information collection of data may result in a wide range of information from which evaluation may be extracted. The judgment of decision makers when given such evaluation data can provide effective competency-based education programs for the community serviced.

A summary of the tasks performed by an evaluator to determine evaluation purpose and requirements is as follows:

1. Review program records of outcomes of previous program implementation.
2. Determine how the learner, educator, and/or community problem areas were identified.
3. Determine that program goals match identified needs.
4. Determine that performance objectives related to program goals and needs statements.
5. Determine that performance objectives are written in observable terms.
6. Review program activities to ensure that they relate to performance objectives.
7. Determine end-of-the-year and interim evaluation requirements.
8. Identify preliminary evaluation resources and constraints.
9. Develop a composite list of requirements and submit the list for staff concurrence and administrative/board of education approval.

Following is a checklist of steps used in developing a general evaluation plan.

CHECKLIST OF THE MAJOR STEPS
REQUIRED IN DEVELOPING
GENERAL EVALUATION PLAN

	Check		
	In Progress	Completed	Date Completed
- Review needs assessment, goals and objectives to determine their interrelatedness.			
- Identify the purposes for which the evaluation is being conducted and the probably uses of the evaluation.			
- Review objectives to ensure they are written in observable			
- Identify the questions that must be answered at the end of the year as indicated by the objectives, the purposes and the probable uses of the evaluation.			
- List appropriate kinds of instruments to gather the information required to answer the questions formulated above.			
- Determine approximate dates when the various kinds of information would most appropriately be gathered.			
- Determine types of data analysis procedures that would give the most appropriate information to answer the questions formulated earlier.			
- List the activities that need to be monitored together with most appropriate dates to secure the information.			
- List the kinds of reports that will be made, both interim and summative; who will receive these reports; and the dates the reports are due.			
- For each report, list the potential uses to be made of the information and be sure that it matches the information to be gathered.			

Summary Points

Planning Program Evaluation

- Target populations of the evaluation design must be identified and their specific needs determined.
- Those affected by the evaluation should participate in its development.
- The most practical and fiscally sound method of program evaluation must be established.
- The measurement instruments used must be consistent, and they must provide adequate answers to the questions raised.

Implementing Program Evaluation

- To determine success of a program, the following assessments are suggested:
  - Assessing People
    1. Students.
       a. Paper and Pencil tests.
       b. Demonstrated competencies - in the field or simulation activities.
       c. Certified proficiencies - expert witness testimony.
       d. Attendance records.
       e. Number of high school diplomas or certificates of completion issued.
    2. Staff -- reaction to program, formal and informal.
    3. Community -- questionnaires, surveys, informal conference.
       Advisory Council -- employers.
  - Assessing Funds and Materials
    1. Cost effectiveness.
    2. Course content - does content serve the needs and activities?
    3. Instructional materials -- through curriculum councils.
  - Assessing Activities of the Evaluation Procedures
    1. Test Instruments - do they measure competencies - reliable and valid?
    2. Follow-up studies on employment success of deficiencies
    3. Records - consistent? same measures? - over a long period of time?
    4. Are assessment records used? i.e., are findings used for revision, expansion, or deletion of course content?

These assessments constitute factors of the evaluation. On the basis of these data judgments may be made which provide the basis for program improvement, modification, or termination.

References

Buros, O. K. (Ed.) The Seventh Mental Measurements Yearbook, The Gryphon Press, Highland Park, New Jersey, 1972.

California Program Evaluation Improvement Project, Volumes I, II, III, September 1, 1976, California State Department of Education.

Educational Measurement, Second Ed tion, Edited by Robert L. Thorndike, American Council on Education, 1971, Washington D.C.

Grotelueschen, Arden D., Gooler, Dennis D., Knox, Alan B., Evaluation in Adult Basic Education: How and Why, Urbana, Illinois: University of Illinois, Library of Congress Catalog Card No. 76-8341.

"Handbook on Adult Education Personnel Policies and Procedures," A Leadership Monograph. California State Department of Education, Sacramento, 1978.

Hoepfner, R., and Strickland, A., Stangel, A., Jansen, P., and Patalino, M., CSE Elementary School Test Evaluation. Los Angeles: Center for the Study of Evaluation, University of California, 1970.

"Measurement Wall Chart: Considerations When Choosing Measurement Instruments," Monograph. Center for the Study of Evaluation, U.C.L.A., California.

"Program Evaluation in Adult Education," A Leadership Monograph. California State Department of Education, Sacramento, 1978.

Thorndyke, Robert L., Educational Measurement Second Edition. American Council on Education, Washington D.C. - 1971, Library of Congress Catalog Card No. 71-118852.

CHAPTER VIII PREPARING AND SUPPORTING STAFF

Competency-based adult education demands competency-based staff development. All too often inservice education has had no clearly defined goals. Teachers and administrators have been uncertain of the expected outcomes of inservice programs. The California Adult Competency Education Project has demonstrated over the past four years the validity of a process model for staff development for ABE teachers that incorporates clear objectives in the development of a competency-based curriculum. If competency-based programs for adults are to succeed, they must have the support of sound competency-based staff development programs.

This chapter will discuss orientation and needs assessment, program planning, content, strategies, and evaluation of staff development.

Why the Need for Orientation?

For many staff members, competency-based adult education is likely to be a new concept. Most school districts, therefore, will have to plan orientation that assumes minimum knowledge of this approach.

That orientation is a critical first step in staff development cannot be over-emphasized. Staff whose first exposure to a new concept is negative are unlikely to change their points of view. Orientation must occur at all levels of the school system, including board members, administrators, teachers, and support-service staff. In a large system, it will be especially important that field administrators be involved prior to work with teachers and other staff. Early orientation for board members is also vital.

How to Begin?

Initial orientation for administrators and board members should focus on the need and rationale for competency-based education and the basic principles

underlying the program. Precedents can be helpful, and examples can be given of other districts that are providing competency-based programs, but emphasis should be placed on addressing local needs.

Initial orientation for teachers and other staff should provide a positive first experience with competency-based education. Although teachers should also review the rationale for competency-based education in the local situation, they should have a chance to improve competencies in some way. They might, for example, learn a new teaching strategy or method of assessing students that could immediately be put to use.

Why Assess Staff Needs?

For many years teachers have been told that they must adapt their teaching to the particular needs of their students. Yet staff development programs have often been designed as if all teachers have the same needs. Only by assessing the individual needs of a given group of teachers in relation to a specific program can their needs be identified.

What Is a Staff Needs Assessment?

A staff needs assessment is an attempt to find out what gaps exist between the competencies staff now have and the competencies they need and to place these findings in rank order of priority. Teachers beginning a competency-based program, for example, may indicate that they lack competencies 1) in planning instruction for their students that includes individual and small group experiences, 2) in selecting appropriate materials, and 3) in assessing and keeping records of individual progress. All these competencies are needed if the program is to succeed, but priority can be decided on the basis of the needs a particular group of teachers expresses in starting a new program.

How Can Staff Needs Be Assessed?

Information on staff needs can be gained in a variety of ways; interviews

and group meetings are probably most common. More than one approach is, of course, desirable, but whichever methods are used, they should be carefully planned so that responses gathered are as valid and reliable as possible. All staff who relate to a given program should be included in the needs assessment; administrators, counselors, resource teachers, learning assessors, teachers, instructional aides, and volunteers. Focus should center on a few clearly structured questions which can be readily answered and tabulated, yet there should be an opportunity for open-ended comments. The sample survey at the end of this chapter gives an example of a questionnaire for teachers that might be adapted for local use (see Appendix, Chapter VIII). The data gathered should be carefully analyzed to determine which needs are common and which are individual. One danger in staff development is that only needs expressed by a group will be used for planning and individual needs neglected. Furthermore, it is essential that both individual and group feedback be given. Participants need to know their wishes have been considered and implemented.

What Motivates Staff to Participate?

Many staff members have had negative experiences with so-called inservice education. Frequently the implication behind such programs has been that teachers and others are deficient in some way and that the program will remedy this deficiency. Frequently, too, inservice programs have been designed for staff without their involvement in planning. Symbolic of this approach may be the word "inservice" as a verb so that teachers can be said to be "inserviced" with all the negative connotations the term implies. It is not surprising that such programs often encounter apathy or active resistance.

Adult educators, in particular, because they work for the most part with students who come voluntarily, have every right to feel that they are successful in what they are doing, otherwise the students would not return. On the one hand, staff development programs in adult education must be viewed as building

on successful practices rather than making a complete change. On the other hand, the change proposed must be encompassing enough so that staff development efforts are viewed as worthwhile investments of time and energy. Staff development to implement competency-based adult education would seem to meet these criteria.

One other anxiety that many staff have in implementing a new program must be viewed realistically. They may well feel that the new program will require an increased workload. It is important to emphasize the sources of help that will be available on their demand to help them with problems as they arise.

Who Should Participate?

To be effective, staff development, like other forms of adult education, must rely on voluntary participation. Personal commitment is critical. Recent studies on staff development indicate that factors such as age, sex, and education of the participants are unrelated to success. However, staff development programs cannot succeed without a sufficient number of active, supportive staff.

Related also is commitment, not only by teachers but by all the staff involved. Especially significant are commitment and support by administrators. Experience shows that where administrators support new programs such as competency-based education, chances for their success are high.

Why a Program Planning Committee for Staff Development?

If staff are to be motivated to participate in staff development activities, they must share not only their needs and interests but also their skills in planning the program. Only genuine staff involvement can generate maximum response. Administrators alone cannot hope to achieve the most creative planning. Most commonly this will mean organizing a program planning committee for staff development. If staff development is to provide the training required for competency-based adult education, it would seem important that there be a separate planning committee for this purpose.

What Are the Responsibilities of the Staff Development Committee?

The first job of the Staff Development Committee may be to conduct the needs assessment by determining what information should be gathered by what methods and by whom. It may, for example, design a questionnaire to be distributed to staff and an interview form to be used in talking with administrators and counselors. It may seek to gather whatever baseline data are available such as the number of staff, their length of time on the job, and their educational backgrounds. In some instances these data may already be available when the Committee convenes.

The second responsibility of the Committee will be to analyze and interpret the information gathered. What appear to be the major strengths of the staff in implementing competency-based adult education? What appear to be the major needs for help that they have identified? To what extent is there agreement on the priority of these needs? Are there some needs that seem to be highly individual?

The next responsibility of the Committee will be to plan the staff development program and communicate with other staff about the program.

What Are the Levels of Planning?

In planning staff development programs, the planners are forced to plan for two levels simultaneously. First, plans for the staff development program itself should include needs assessment, objectives, content determination, teaching and organizational strategies, resources, and evaluation. At the same time, these categories become the staff development program to help teachers plan instruction for their adult students.

How Are Objectives Used In Staff Development Programs?

In preparing teachers of adults in staff development programs, it is necessary for the trainers to outline competency-based objectives for the

program. In accordance with the three levels of competency-based objectives discussed in Chapter III, a program goal, a competency statement, and a performance indicator for the staff development program might be as follows.

Program Goal: The teachers of adults in a high school diploma program will understand and use competency-based objectives in their classes.

Competency Statement: The teachers will able to write and/or select appropriate goals, competency statements, and performance indicators.

Performance Indicator: Given a mixed set of twenty program goals, competency statements, and performance indicators, the teachers will be able to distinguish those belonging in each category with 90% accuracy (or with no more than two errors). Measurable program success, then, depends perhaps to the greatest extent on the careful delineation of program goals, competencies, and performance indicators. When these are based on what the staff feels is needed and well-planned programs are built around them, the chances for success are almost certain.

What Are Concepts as Content?

Content determination is central to any teaching task. The rate of growth in knowledge makes it impossible to more than scratch the surface of any content area. Nor will any specific knowledge be sufficient without being updated to make individuals competent for life. Most important, then, is the use of specific knowledge to illustrate the development of concepts in a given area. If the concept is valid, relevant knowledge can be found easily as needed for support and application of the concept.

A frequent problem with staff development programs is the attempt to do too much too fast. Teachers, like their adult students, need time to assimilate new ideas and practices and to try them out before returning for reinforcement and clarification of results. Successful change is more likely to be lasting change.

Why the Need for Variety?

Adult teachers, like their adult students, need a variety of examples to support the concepts being taught. Such variety insures sufficient breadth so that students can find the data relevant to their own experiences and will help confirm the concepts for them.

Just as we all have different experiences that we use to "fit" new concepts against, so do we all have favored learning styles or modalities. The greater the range of individual experience, the wider the range of individual learning styles. No staff development program will please all of the participants all of the time, but a well-balanced program based on prior expression of interest by participants and using wide range of teaching strategies and organizational formats will stand the best chance of success. When a program has real variety -- films, more than one presentor, simulation exercises, small group interaction, task-oriented work sessions, participant feedback, as well as large group presentations -- and the content is timely and seen as relevant to teachers' needs, it will almost surely succeed.

How Can Programs Be Creative?

Such variety requires careful planning in advance as well as precision timing. Allowing one activity to go on too long, even if many participants seem involved, will eventually work to the detriment of the whole program. Final comments will reflect: "We spent too much time on the simulation exercise and never got to explore its relationship to our teaching" or, "You promised to discuss five topics but we only discussed three!" Such frustration and disappointment will ultimately undo the best-intended programs. Nor is it sufficient to plan time for each of the five topics most frequently mentioned in the needs assessment. Specific plans need to be made well in advance for treating each -- and not all five by discussion alone. Experts may be best for one, a task group for another, films for a third, or a combination of these. A planning

committee is usually more effective than an individual in planning programs. The interaction should provide more creative programming and resources while, at the same time, encouraging a greater variety of viewpoints and activities.

How Can Media and Openers Be Used Effectively?

Media should be selected that contributes to the concepts and performances sought. For example, films are more effective in achieving an affective response than is a lecture. But a short lecture might be best to follow-up an emotionally laden film.

Each new dimension of a staff development program benefits from an affective opener -- that is, a short, pointed, and moving instruction to the topic. Films are often most effective here, but sometimes participation in a brief simulation exercise, response questionnaire, or the like will gain real interest and vary the "opener" technique.

How Best Effect Change?

Teachers, however, need more than an interesting or engaging activity. Otherwise, after a few sessions, such comments as, "It was really interesting but nothing ever changes afterward" are common. Change, then, needs to be planned into the program so teachers will know from the beginning just what result to expect and what commitments they will be asked to make. In fact, many such questions would best be asked during the staff needs assessment to determine how much commitment the teachers are prepared to make. That is not to say that "awareness" programs are not needed. But a steady diet of awareness is not likely to produce any meaningful change in teaching or programs. We have sometimes assumed that information automatically transfers to teaching. Research has shown that little transfer takes place unless the transfer itself is taught and practiced.

It is primarily for this reason that staff development programs need to focus on the process as much or more than the products. Once the process is

understood and practiced, different content can be used. CACE learned, for example, that the staff development process discussed in this segment worked as well with consumer education content or with psychological (Human Potential) content as it did with adult education content.

How to Use Human Resources?

Before considering the human resources to be used during staff development programs, even more serious attention needs to be given to the leadership resources available to local programs. Not everyone is adept at designing and executing staff development programs -- not even by virtue of position or title. It is probably wise, therefore, that staff development programs be designed by a planning committee and that leaders be selected for their actual ability in conducting such programs regardless of district position.

Each community has a wealth of human resources that can be tapped for adult education programs. Using local resources in staff development will demonstrate to staff that such resources do exist and can demonstrate how to use them well. Too often we draw upon some community speaker who, from his agency description, appears to be just what is needed, only to find the talk unrelated, inappropriate, too lengthy, or all of these. The fault lies as surely with the planners as with the speaker. It is important to determine the speaking ability of guests, to inform them specifically on the areas to be discussed, and to set a reasonable time limit. Coordinators should be prepared to intervene gracefully to help focus or terminate a wandering presentation. Usually a brief presentation with opportunity for questions is more successful than longer speaking assignments. Likewise, a few carefully selected and coached guests will usually be better received than lengthy panels of numerous community representatives. The participants (staff) must always be the first consideration.

The human resources of the community can be used in varied ways. Sending teachers and counselors to visit community organizations (during paid time

preferably) can often result in a more efficient use of time and effort as each individual then gets the most from the time spent, and resources can be demonstrated in a natural setting. For example, visiting a health clinic and observing its operation under staff guidance is much more memorable than hearing a speaker describe these activities, even with the help of slides or film, although the latter would be preferable to the speaker alone.

Agencies will usually send staff directly to the sessions for demonstrations such as taking blood pressure for hypertension and then discussing the results. When participants have this kind of involvement as an "opener," they tend to get much more from the presentation.

What Is the Evaluation Process?

Earlier in this monograph, the steps involved in evaluating competency-based adult education programs are described. The basic steps in evaluating staff development are similar: 1) list the kinds of data that need to be collected to determine the realization of the stated objectives, 2) collect the data, and 3) analyze and interpret the findings to determine to what extent the objectives have been realized; and 4) make recommendations for changing the objectives and/or the program. Some special applications of this process to staff development may be in order.

When Should Evaluation Occur?

Evaluation is an ongoing process. Teachers and others in staff development programs are constantly making judgments about the extent to which their objectives are being met. But planning for staff development must also take into account the points at which some kinds of feedback will be solicited and recorded. In a competency-based program this probably means having some kind of baseline data gathered at the beginning of the program and continuing assessment of competencies gained during and by the end of the program. Competencies that have been demonstrated in the course of the program do not need additional assessment at the end.

Who Should Evaluate?

All those involved in planning, administering, and participating in a staff development program should contribute to its evaluation. Feedback should be elicited from participants, leaders, administrators, and members of the planning committee who are directly involved with the program.

What Should be Evaluated and How?

In a competency-based program of staff development, it is clear that staff competencies should be evaluated in light of the specific performance objectives that have been set. The indicators of such competencies should be clearly described. For example, if the desired competency is to be able to assess students' progress in reading, a performance objective might specify the ability to construct and correctly use an informal reading inventory. One indicator would obviously be the product itself, the informal reading inventory; another would be a record of actual use with a student. The staff development leader, the participant, or a group of participants might make the evaluation based on criteria developed in the course of the instruction.

More than participant outcomes must be evaluated if programs are to be improved. The teaching strategies and resources used by the staff development leader must also be judged for their effectiveness. Here feedback from the participants must be combined with the leader's own evaluation. Such feedback may be gathered on end-of-the-meeting evaluation forms (what was most helpful, what was least helpful, what suggestions for change), through small or large group discussion, or perhaps through interviews by members of the planning committee or outside evaluators.

In addition to evaluating the development of staff competencies and the effectiveness of the teaching, the program planning committee will want to gather data from the participants about the program format. In a final evaluation form, for example, participants can be asked their suggestions about such areas as

duration, location, and physical facilities. In all of these written evaluations, space should be allowed for additional comments.

In a recent study of highly regarded staff development programs, the most frequently recurring descriptors were: "voluntary," "developmental," "relevant," "well-planned," "timely," "adequately financed," "professionally implemented," "evaluated," "cooperatively planned," "responsive," "realistic objectives," "released time," "incentive," and "challenging."

Conversely, descriptions of ineffective inservice efforts made frequent reference to "coercive," "remedial," "irrelevant," "perfunctory," "ill-timed," "sterile," "indifferently presented," "blindly accepted," "administrator-dominated," "worthless," "inapplicable," "imposition," "unrewarding," and "boring."

Clearly the quality of staff development programs varies considerably but can be improved.

What Support Is Necessary for Implementing Staff Development Programs?

For teachers to be committed fully to any change, they must feel they are being supported. That support comes from many sources: 1) administration, 2) students, and 3) community. Whereas moral support is essential, equally important is financial support.

There are several ways such support can be demonstrated. Workshops can be held on "prime time" to show they are so important that it is worth even hiring substitutes for the attending teachers during off time, if necessary. Personnel can be paid for attending. Workshops can be in comfortable settings -- just as they are for business executives. And they can be held in places removed from the interruptions of students, staff, or telephones.

Other measures of support include adequate instructional aids (media, materials and human resources), time to plan and prepare curriculum and to test it out, and finally, appreciation for the work done.

Summary Points

Orientation and Needs Assessment

- Awareness and orientation are necessary phases of staff development for competency-based adult education.
- Staff development at any given site should be based on a needs assessment to determine the competencies most needed by that staff.
- Staff development programs should be differentiated according to the expressed needs for improved competencies of beginning and experienced teachers, counselors, administrators, paraprofessionals, and volunteers.

Program Planning for Staff Development

- Program planning should include teachers, counselors, administrators, community members. students, or others involved with such programs.
- Staff development should be initially directed to those expressing interest in change.
- Emphasis should be placed on process as well as content.
- Objectives for competency-based staff development should be clearly stated in performance terms.

Content and Strategies

- Staff development programs should provide as wide a variety as possible of options for content, strategies, and format.

Resources

- Leadership and other human resources should be carefully prepared to be responsive to local needs.
- Resources of nearby schools, districts, colleges and universities, the State Department of Education, and Regional Laboratories should be utilized in local staff development.

Evaluation

- Staff development programs must provide for continuous feedback and evaluation.

Staff Development Survey

If we are to plan together for the most effective staff development program, we need your help. Please respond to the following questions using this key:

A	B	C	D	E
A great deal	Quite a bit	A moderate amount	Only a little bit	Not at all

To what extent has your previous training or experience prepared you to:

___ 1. Make initial assessment of the competencies of students entering your program

___ 2. Identify appropriate performance objectives for your students

___ 3. Provide individual activities for students which allow them to progress at their own rates

___ 4. Select instructional materials appropriate to your individual students

___ 5. Organize group activities that promote problem-solving and interpersonal relationship skills

___ 6. Use content areas such as health, consumer education, government and law, occupational information and high-school subjects to teach communication or other appropriate skills

___ 7. Plan instruction for open entry/open exit programs that permit students to enroll at any time

___ 8. Evaluate competencies of students

___ 9. Build student self-confidence

To what extent are the following ethnic/racial groups represented in your classes?

___ 10. Black

___ 11. Hispanic

___ 12. Asian-American

___ 13. Native American

___ 14. Other (Please specify)

_____

To what extent has your previous training or experience prepared you to identify the culture, history, and current problems that may affect the learning of members of these groups:

___ 15. Black

___ 16. Hispanic

___ 17. Asian-American

___ 18. Native American

___ 19. Other (Please specify)

_____

To what extent would you prefer a series of staff development programs that would be offered:

___ 20. On a weekday in the late afternoon

___ 21. On a weekday in the evening

___ 22. On a Saturday morning

___ 23. As a one-day workshop on a weekday

___ 24. As a two-day workshop on weekdays

___ 25. Other (Please specify)_____

Please add any comments or suggestions about the kind of staff development program that would be most useful to you: Please be as specific as possible.

(Note: Unless form is to be collected at a meeting, instructions for its return should be added.)

(Note to Staff Development Designer: This form should be adapted to meet local requirements. For example, if time and/or travel are to be reimbursed, that should be mentioned.)

CHAPTER IX SOME QUESTIONS AND CONCERNS REGARDING CBE

At this point, the reader may have questions this monograph. This final chapter attempts to anticipate some of these questions, especially as similar ones were raised by the committee members.

It is unrealistic to assume that all questions will be answered; it is equally unrealistic to assume that all questions could be anticipated and all answers provided. Wherever possible, current sources were listed where further information could be obtained.

Q. To what extent does the community need to be involved in the CBE program?

A. Selected members of the community, usually the form of or site councils, need to be involved in all stages of the CBE program, from planning to final evaluation. It is the advisory committee's task to acquaint the community at large with the principles and goals of competency-based education. Approval and adoption of CBE by the community is crucial to the success of the program.

Q. What ratio of community and staff is recommended for an effective site council?

A. AB 65 sets guidelines which may be adapted for CBE. AB 65 mandates that school site councils be made up of 50% community people and 50% staff. Of the 50% staff, 51% has to be classroom teachers. All elements of the council are peer selected; teachers must select teachers, other personnel must select other personnel, and community people must select community people.

Q. What resistance may be encountered from staff toward CBE?

A. Some may resist the idea of granting credit for demonstrated competence outside the classroom; others may be awed by the prospect of record keeping for each student. To overcome these problems, teachers must be involved in the planning stages of the program, and they must have access to procedures and information regarding CBE. Staff development workshops which acquaint teachers with the concept and methods of CBE are highly recommended.

Q. Is help available in the retraining of staff?

A. Yes! Funded by a 309 project, San Francisco State University has conducted workshops to train leaders in CBE methodology. The ultimate goal is to establish throughout California trained staff developers who will be able to assist local districts in training staff. For further information contact:

John Tibbetts or Dorothy Westby-Gibson
Project Directors, CACE
San Francisco State University
Department of Secondary and Postsecondary Education
1600 Holloway Avenue
San Francisco, CA 94132 (415) 586-1340

Q. ABE/ESL curriculum has always stressed the practical approach. What makes CBE instruction different from my present adult education program?

A. CBE instruction differs from traditional programs because:

1. It equates success or grants credits solely upon demonstration of competence;

2. It is generally individualized, allowing the students considerable choice in the selection of competencies and mode of learning;

3. It is accountable, requiring exact record keeping of each individual's progress;

4. It does not compare the learner with the rest of the class;

5. It assesses the learner not only by paper-and-pencil tests but also by demonstrating proficiencies in life-role situations.

Q. Will the CBE curriculum fulfill the requirements of AB 65?

A. Although not specifically designed to comply with AB 65, CBE does meet the requirements of that legislation. In fact, CBE extends beyond the mandates of AB 65, fulfilling life-role proficiencies in addition to academic ones. The functional competencies in CBE require mastery of specific skills such as computation, reading, and writing; hence, the three areas of competence delineated in AB 65 are met.

Q. Are there any CBE instructional programs in operation in California?

A. During the 1978/79 school year, CBE programs were designed and began implementation at seven demonstration locations. These demonstration sites are able to give first-hand information regarding CBE implementation:

Bell Gardens Adult School
6119 Agra Street
Bell Gardens, CA 90201
(213) 773-5529
Contact Person: Walter Popkin, Prin.

Clovis Adult School
914 Fourth Street
Clovis, CA 93612
(209) 299-4367
Contact Person: Elna Dimock, Project Director

Los Angeles Competency-Based
Diploma Project
1200 Cornwell Street
Los Angeles, CA 90012
(213) 625-6471
Contact Person: Rosemary G. Dawson,
Coordinator

La Puente Valley Adult Schools
15359 E. Proctor Avenue
City of Industry, CA 91745
(213) 968-4638
Contact Person: Laurel Adler, Coordinator

Salinas Adult School
431 W. Alisal Street
Salinas, CA 93901
(408) 758-0956
Contact Person: Paul Bernard, Coordinator

San Diego Community College District
Centre City Adult School
1400 Park Boulevard
San Diego, CA 92101
(714) 233-7351
Contact Person: Catherine Stoll
Project Leader

San Francisco Community College
33 Gough
San Francisco, CA 94132
(415) 239-3017
Contact Persons: Patrick O'Halloran
Dr. Bennett Tom

Q. If time or money cannot be afforded for developing new materials, what is the best source of information regarding existing CBAE materials?

A. ICEDS (Information, Collection, Evaluation, and Dissemination System) collects and evaluates instructional materials suitable for competency-based adult education. At present, one ICEDS center is in operation. Contact:

Mac Swengel, Project Leader
San Diego Community College District
5350 University Avenue
San Diego, CA 92108
(714) 582-3052

Area Repositories: A fully operational library of over 350 selected items for use in competency-based ABE, ESL, and high school diploma programs is now available through five county offices of education and the ICEDS Center.

Sacramento County Office of Education
Educational Media Center
9738 Lincoln Village Drive
Sacramento, CA 95827

Alameda County Office of Education
Curriculum Materials Center
685 A Street
Hayward, CA 94541

Fresno County Department of Education
Instructional Materials Center
2314 Mariposa Street
Fresno, CA 93721

Los Angeles County Education Center
Professional Reference Center
9300 East Imperial Highway
Downey, CA 90242

Riverside County Department of Education
Instructional Media Center
3954 12th Street
Riverside, CA 92502

ICEDS Project
5350 University Avenue
San Diego, CA 92105

Q. Are there materials available which were developed specifically for CBAE?

A. Two specially funded projects, in Clovis and the Los Angeles School Districts, have developed CBE materials. The Clovis project, scheduled to develop class materials grades 0-8, has written and field tested 30 modules, grades 0-4, and 30 modules, grades 5-8. These 60 modules are also available in format for independent study. Additional modules are being field tested and will be available in 1980. The Clovis material uses the Texas APL objectives as the basis for competency identification.

The Los Angeles Project has written and pilot tested 60 CAPs (Competency Achievement Packets) for high school completion. These CAPs are based on competencies ranked highest by the Los Angeles community.

For the Clovis material, contact Elna Dimock, Project Director. (See address and phone number under "Field Testing Sites," page 80.)

For information regarding the Los Angeles CAPs, contact Bill Ririe. (See "Field Testing Sites," page 80.)

Q. Not every adult school can afford to appoint assessorial staff. What can small districts do?

A. A two-person team may prove adequate for a small district, one person to counsel and assess the student, the other to provide instructional activities.

Q. Are commercially produced tests adequate for CBE?

A. Most commercially produced tests are of the paper-and-pencil variety assessing primarily skills in reading and math, whereas CBE calls for assessment of skills in real or simulated life-role situations as well. The deficiency in appropriate assessment techniques is of primary concern to CBE supporters.

Q. Are the operational costs of CBE programs higher than those of regular adult education programs?

A. During the initial stages of CBE adoption, the cost may be slightly higher as staff retraining and selection of new testing procedures and instructional materials may require additional funds. Once implemented, however, CBE should not make greater demands upon the budget than regular adult education classes.

The State Department of Education, Adult Education Field Services Section, is coordinating all major project activities related to competency-based adult education. Inquiries regarding possible funding for staff development and other implementation activities may be directed to the area field consultant.

CALCOMP
IMPLEMENTATION MANUAL

A Supplement to the Monograph,
COMPETENCY BASED ADULT EDUCATION:
A Process Model

STATE OF CALIFORNIA
DEPARTMENT OF EDUCATION
DIVISION OF ADULT AND COMMUNITY EDUCATION

CALCOMP
IMPLEMENTATION MANUAL:

A Supplement to the Monograph,
Competency Based Adult Education
A Process Model

Produced under the guidance
of the CALCOMP Committee

May, 1980

Credit for special work on this Supplement is extended to:

Suzan Barron, La Puente Valley Adult Schools

Elna Dimock, Clovis Adult School

Rosemary Grebel, Bell Gardens Adult School

Frances Lee, San Diego Community Colleges

Mary Kernodle, La Puente Valley Adult Schools

Kurt Meyer, Salinas Adult School

Patrick O'Halloran, San Francisco Community College

Mary Rich, Clovis Adult School

Pat Rickard, San Diego Community Colleges

Bill Ririe, Division of Career and Continuing Education
Los Angeles Unified School District

Walter Popkin, Bell Gardens Adult School

Bennett Tom, San Francisco Community College

George Woodward, San Francisco Community College

TABLE OF CONTENTS

	Page
Introduction	1
Definition	2
Before You Start, Consider	3
1. Needs Assessment	4
2. Statement of Philosophy	9
3. Awareness Activities	11
How to Start, Consider	
1. Community Planning Group	14
2. Steering Committee	17
3. Determining Competency-Based Objectives	18
4. Implementing the Instructional Program	21
5. Assessing the Learner	23
6. Instructional Materials	24
7. Awarding Credit	32
8. Program Evaluation	38
9. Staff Development	40

CALCOMP IMPLEMENTATION

Introduction

This implementation manual is intended for all those adult educators, teachers, counselors, and administrators, who are concerned with the present low levels of adult functional literacy and who want to develop and implement a competency-based adult high school diploma program.

This manual is a supplement to the COMPETENCY-BASED ADULT EDUCATION : A PROCESS MODEL monograph which was developed and written by the Calcomp Committee and Consortium, a group of adult teachers as well as site administrators. The Calcomp monograph and supplement can be obtained from the California State Department of Education, Adult Field Services Section, in Sacramento.

This manual is meant not as a "must do" rule book but as a guide. It reflects the collective views, experiences, and dedicated work of those who wrote it: adult educators who have been involved in competency-based adult education (CBAE) for quite some time. They are traditional classroom teachers, learning center teachers, advisors, counselors, and administrators in state and federal programs and projects, and they are representative of the adult schools across the State of California.

A CBAE program must not be confused with a program of competency testing. Students in competency-based programs, as in other programs leading to a high-school diploma, must demonstrate minimum competencies in reading, writing, and computation as required by state law (AB65). But meeting such requirements by passing competency tests does not constitute competency-based adult education.

Competecy-based means not time-based; student progression is based on ability and performance rather than time spent in class. Students will progress at varying speeds depending on previously acquired knowledge and experience. A CBAE program can be implemented in a traditional classroom, but it is probably best implemented in a learning center. A learning center with an open-entry open-exit policy allows each student to progress at his/her own pace according to his/her own individual needs.

This project was coordinated by the California Adult Competency Education (CACE) project at San Francisco State University, Dorothy Westby-Gibson and John Tibbetts, Co-Directors.

DEFINITION

In order for you to understand what the writers of this manual have in mind when they use the term "competency-based education", let's define the term. There are several definitions of CBE. Most definitions share some common characteristics with those presented below.

-Competency based education has as its focus the demonstrated ability to apply knowledge and skills to content areas (e.g. history) and life-role situations (e.g consumer).

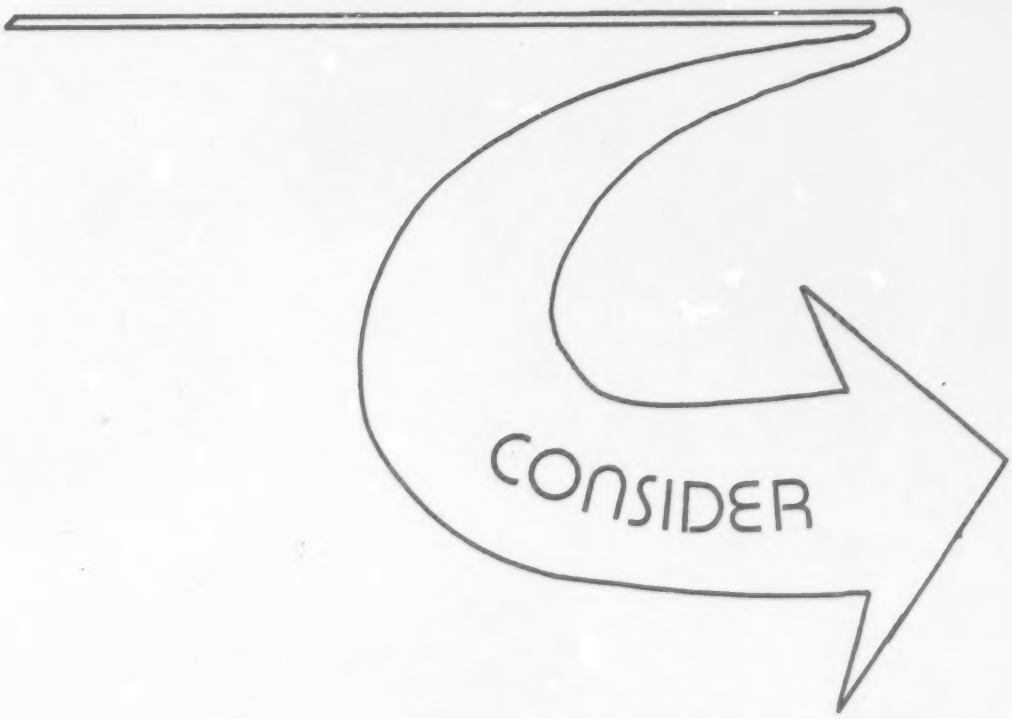
-Competency based education involves a comprehensive approach to the development and implementation of curriculum, instruction, and assessment.

-In competency-based education, curriculum, instruction, and assessment all share common characteristics which differentiate CBE from more traditional approaches to education. Curriculum, instruction, and assessment in CBE are:

explicit
known
agreed upon
integrated
performance-oriented
adaptive
data-based.

These defining characteristics of competency-based education will be expanded upon in subsequent chapters since they have implications for each of the aspects of program development and implementation presented in this manual.

BEFORE YOU START



BEFORE YOU START,
CONSIDER:

1. Needs Assessment

What competencies does your community want to have included in your program? To find out, you'll want to make a needs assessment.

See the Monograph
pp. 6 to 7

One Way

You could distribute a questionnaire widely among all elements of your school and community to rank order a set of possible competencies. The final list, of course, must be submitted for approval to the District Board. In La Puente, for example, community members were asked to rank order competencies in areas such as English, Math, and American Government. The following pages show the ranked competencies in these areas. Another shows sample competencies selected by Montebello U.S.D.

Special Help

A Leadership Monograph, Needs Assessment in Adult Education Programs (1978) is available from the
California State Department of Education
P.O. Box 211
Sacramento, CA 95802
for $1.75.
The Adult Education Field Services of the State Department can provide special consultant help in the area of needs assessment.

La Puente Valley Adult Schools

Listed below are ranked competencies in the area of English as rated by Community Advisory Committee members and staff.

	RANK	Community	Staff	Total
*	1. Demonstrating ability to read material written at a high school level.	40	35	75
	2. Demonstrating ability to communicate orally.	44	30	74
*	2. Demonstrating ability to spell correctly words in common English usage.	42	32	74
	3. Demonstrating ability to perform listening-comprehension skills.	39	32	71
*	4. Demonstrating ability to read and use vocabulary at a high school level.	42	28	70
*	5. Demonstrating ability to form correctly structured paragraphs.	34	35	69
*	6. Demonstrating ability to use punctuation marks.	37	31	68
*	7. Demonstrating understanding of the functions of English grammar.	38	29	67
*	8. Demonstrating ability to write a correctly structured sentence.	31	34	65
*	9. Demonstrating knowledge of sources for locating information.	37	27	64
*	10. Demonstrating ability to write, using correct form. (letters)	36	23	59
	11. Demonstrating ability to use alphabetizing skills.	35	21	56
	12. Demonstrating the use of outlining skills.	29	23	52

* = District Identified
AB65 Minimum Competency

La Puente Valley Adult Schools

Listed below are ranked competencies in the area of Math as rated by Community Advisory Committee members and staff.

	Rank	Community	Staff	Total
*	1. Demonstrating ability to use whole numbers in problem solving.	44	42	86
*	2. Demonstrating ability to use percent in problem solving.	43	41	84
*	2. Demonstrating knowledge of money value in transactions.	45	39	84
*	3. Demonstrating knowledge of value and function of fractions.	44	39	83
*	4. Demonstrating ability to compare values in shopping.	45	36	81
*	5. Demonstrating ability to convert and use measurements.	42	35	77
*	5. Demonstrating ability to use decimals in problem solving.	37	40	77
	6. Demonstrating function of ratio and proportion.	30	19	49
	6. Demonstrating understanding of the metric system of measure. (not converstion)	29	20	49
	7. Demonstrating ability to use pre- and basic algebra in problem solving.	21	16	37

* = District Identified
AB65 Minimum Competency

La Puente Valley Adult Schools

Listed below are ranked competencies in the area of American Government as rated by Community Advisory Committee members and staff.

Rank	Community	Staff	Total
1. Demonstrating ability to participate in the voting process.	48	44	92
2. Demonstrating knowledge of person Civil Rights.	43	38	81
2. Demonstrating knowledge of the Constitution (Bill of Rights and Amendments.)	39	42	81
3. Demonstrating ability to explain the Obligations and Rights of Citizenship.	40	40	80
4. Demonstrating knowledge of the 3 branches of government.	33	44	77
5. Demonstrating ability to explain the purpose and role of American Political Parties.	35	41	76
6. Demonstrating ability to compare democracy with other forms of government.	42	33	75
7. Demonstrate understanding of the purpose of government agencies (ex. welfare and social security.	39	32	71
8. Demonstrating ability to explain the main structure of California government.	33	36	66
9. Demonstrating knowledge of the documents leading to the Constitution.	29	30	59

SAMPLE COMPETENCIES
Selected and Written by
Montebello Unified School District
Adult Education Teachers
in the CALCOMP Field-Test Project

SCIENCE

1. The learner will know of some legitimate and some illegal uses of drugs and alcohol.

2. The learner will demonstrate the proper treatment and/or the application of first aid for the following: punctures, abrasions, incisions, burns, unconsciousness, fractures and breaks.

GOVERNMENT

1. The learner will be able to describe how to apply for a job and to fill out necessary applications and social security forms.

2. The learner will be able to list the requirements for voting, fill out registration forms, and read and answer questions about the voting instructions on voting pamphlet and on the ballot.

ENGLISH

1. The learner will be able to capitalize and punctuate grammatically correct sentences in short note-type letters.

2. The learner will be able to answer "who, what, where and why" questions in relation to reading newspaper articles, prescription labels and other written material such as health vocabulary and emergency coping.

MATH

1. The learner will be able to compute and solve decimal and fraction problems dealing with the four computation operations as applied to food and packaging.

2. The learner will be able to use the oeprations of addition and subtraction in the conversion of liquid measurement.

2. Statement of Philosophy

One of the first tasks for the Steering Committee is to develop a statement of philosophy which can be a compass that gives direction to the program. It can later serve as a yardstick against which to evaluate the actual program.

See the Monograph

pp. 11 to 13

One Way

You could use your Advisory Committee to help in designing an acceptable statement of philosophy. Salinas took their old District Statement of Philosophy to their advisory Board and asked them to re-word it in light of their designing a competency-based program. Other districts have already adopted the statement on page 10.

Special Help

The CALCOMP Statement of Philosophy can give you a starting point. You'll find it on the next page.

Special Caution

Many persons may think a Statement of Philosophy is unnecessary or too difficult to construct. Try to keep it short and in clear language, emphasizing that it is a set of principles on which the program is based, not the specific rules of operation.

Statement of Philosophy

A COMPETENCY-BASED ADULT HIGH SCHOOL DIPLOMA PROGRAM

The goal of competency-based adult education is to provide an educational framework that is relevant to the practical needs of adults, and includes the proficiencies necessary for competence in today's world. In order to construct and implement a competency-based adult diploma program, the CalComp Committee recommends the adoption of the following philosophical precepts:

The basis for awarding diplomas and/or certificates will be demonstrated competence.

Within the credit-earning structure of traditional curricula, demonstrated competence will be the basis for receiving credit in all courses.

Minimum competencies shall be determined. All learners shall be encouraged to exceed the minimum level of competence consistent with individual need, interest, and capability.

To ensure the success of every learner, experiential prerequisites will be established, assessed, and certified as entry requirements into specific courses and programs.

Alternative means, in terms of time, place, programs, and formats shall be provided to give adult learners the opportunity to achieve their educational goals.

Learners who cannot or do not demonstrate all of the competencies required for the adult diploma will receive certification of those competencies they have demonstrated.

Adult learners differ from elementary and secondary pupils, and therefore require unique instructional content, strategies, materials, and assessment.

All educational constituents (students, teachers, counselors, administrators, community representatives, local, state, and federal agencies) shall actively participate in determining the goals of curricula.

Curriculum will be structured in such a way as to require the continuous and extensive interaction of basic skills in every content area where this can possibly be accomplished.

Competency can be demonstrated, assessed, and certified in a number of ways. For example: by examination, by documented work experience, and by the successful completion of classes.

The assessment and certification of competencies shall be ongoing and continuous throughout courses and programs.

The competency-based adult diploma is a renewed commitment to the educational needs of learners in California, and is aimed toward functional competence for all adults. Functional competence shall be the basic requirement for granting the adult diploma. It is believed that the competency-based diploma program for adults is uniquely designed for adult learner interests, abilities, and sensibilities. This achievement is the result of the formulation and promotion of an educational framework with a sound philoscphical basis that reflects the uniqueness of each community's adult education program in California.

Adopted by the CalComp Committee, June 3, 1977. The CalComp Committee was organized and is directed by the Adult Education Field Services Section, California State Department of Education.

3. Awareness Activities

You can use a variety of activites to create awareness of competency-based adult education - a critical first step in program development. Such activities could be directed to the particular interests of specific groups - teachers, counselors, administrators, board, community members. They can provide an excellent way to get the community involved.

See the Monograph

pp. 8 and 9

One Way

You could show one of the sound/slide sequences listed below, discuss the components of a CBAE program, or share information on CBE programs operating elsewhere. You may want to distribute some explanatory materials such as that on the next page.

Special Help

Sound/Slide Sequences

Ask your State Adult Education Field Services Consultant about the availability of:

1. "APL Study" produced by APL Project at University of Texas at Austin.
2. "Competency-Based Adult Education - A Process Model" developed by the CALCOMP Committee and produced by the CACE Project.
3. "AB 65" produced by and available from the California Council on Adult Education (CCAE), 2904 Crescent Ct., Sacramento, CA 95825.

SOME QUESTIONS AND ANSWERS REGARDING CBE

Q: ABE/ESL CURRICULUM HAS ALWAYS STRESSED THE PRACTICAL APPROACH. WHAT MAKES CBE INSTRUCTION DIFFERENT FROM MY PRESENT ADULT EDUCATION PROGRAM?

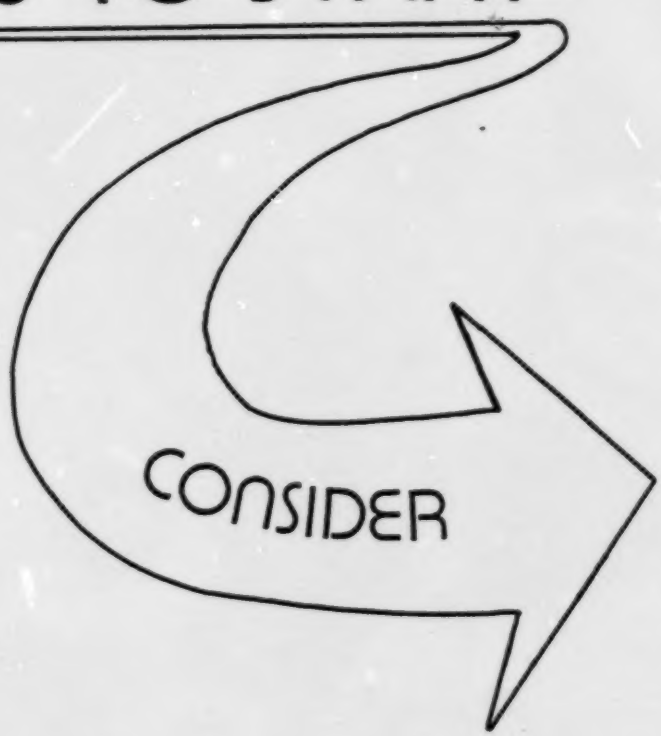
A: CBE instruction differs from traditional programs because:

1. It equates success or grants credits solely upon demonstration of competence;
2. It is generally individualized, allowing the students considerable choice in the selection of competencies and modes of learning;
3. It is accountable, requiring exact record-keeping of each individual's progress;
4. It does not compare the learner with the rest of the class;
5. It assesses the learner not only by paper-and pencil tests but also by demonstration of proficiencies in life-role situations.

Q: WILL CBE CURRICULUM FULFILL THE REQUIREMENTS OF AB 65 (HART ACT)?

A: Although not specifically designed to comply with AB 65, CBE helps meet the requirements of that legislation. In fact, CBE extends beyond the mandates of AB 65, fulfilling life-role proficiencies in addition to academic ones. The functional competencies in CBE require mastery of specific skills such as computation, reading, and writing; hence, the three areas of competence delineated by AB 65 are taught.

HOW TO START



2. Community Planning Committee

You'll want to involve key community people in working closely with school personnel in an advisory capacity. A community planning committee should be broadly representative of the community - its ethnic and age groups, its economic and cultural interests, its health and social services, and other special interests.

See the Monograph
pp. 1, 6 to 10, 58, 79

One Way

You could invite potential community planning committee members to a buffet supper such as that described in the letter on the next page sent by La Puente Adult School. The following form was used to find out specific interests of the prospective group.

You could also use selected members from your existing ABE Community Advisory Committee or Vocational Education Advisory Group.

Special Help

In a large district, you might choose representatives from the advisory committees at your various adult centers.

In a samll district, you might select members from the adult education advisory committee who are especially interested in CBAE.

Special Caution

Try to avoid a "showcase" committee that may not genuinely represent your community. Try also not to have any one group be over-represented. Set up a committee that is flexible in operation - perhaps by having short-term task groups that can include additional temporary members.

Sample letter to prospective Community Advisory Committee member

TE VALLEY ADULT SCHOOLS

ADULT HIGH SCHOOL

15839 E. Rowland
La Puente, CA 91744
(213) 968-8452

Administrator

You are cordially invited to a dinner meeting on Wednesday evening, January 3rd as a representative of the community. The adult education division of the Hacienda La Puente Unified School District is in the process of revising its high school diploma program so that it better meets the needs of students and guarantees employers and job training programs that adult high school graduates are coming out with the specific skills necessary for competing in today's world. Community input is necessary so that the final product is one to which we have all contributed. Your ideas are needed.

The meeting will be held at 6:00 P.M. on January 3rd in the Cafeteria at the Valley Vocational Center on Proctor Avenue in the City of Industry. The activities will include a Buffet dinner. Please phone the Hudson Adult Center at 968-8452, ex. 24 to let us know if you can come.

I look forward to seeing you.

Sincerely,

Administrator

LA:db

Competency Based Education

ADVISORY INFORMATION

Name _____

Home Address _____ Home Phone _____

Business Address _____ Business Phone _____

Are you representing?

Business _____

Community _____

Students _____

Do you have further interests in any of the adult education programs?_____

If yes, which areas _____

_____.

Would you be interested in serving on an ongoing CBE Advisory Committee?

Yes _____ No _____ Don't know _____

Additional comments or questions:

1. Steering Committee

In addition to a Community Planning Group, you'll want to have a Steering Committee to plan, set up, and carry out the actual program operation. You'll probably want to keep it small but include key administrators, counselors, and teachers who are directly involved in making the program work.

See the Monograph

p. 7

One Way

In San Diego, twelve representatives from each adult high-school location, including administrators, counselors, teachers, coordinators, site administrators, and district representatives from various ethnic communities meet at least once a month to give specific guidelines to the CBAE high-school diploma program.

Special Caution

The Steering Committee should include members who are not teachers. To have teachers only, especially where they are part-time, may present special problems of time and effort that can prevent programs from becoming effective.

3. Determining Competency-Based Objectives

See the Monograph

pp. 14 to 21

After determining the competency priorities of your community, you'll need to translate them into program objectives and eventually specific learner objectives for your students. As a starting point, the levels and classes in which each could be taught must be determined.

One Way

Clovis through its CLASS Project took 125 ranked competencies and identified at what level and in what subjects they were appropriate. The levels were: Level I (0-4 grades, Level II (5-8 grades), Level III (9-12 grades). Some competencies such as following oral or written directions were appropriate for all levels and classes; others, for only a few. The blank grid and a sample of the completed grid for the first 40 competencies follow. Another approach is to assign desired competencies to content areas before looking at levels or classes as illustrated by the San Francisco ACE Project on p. 21.

Special Help

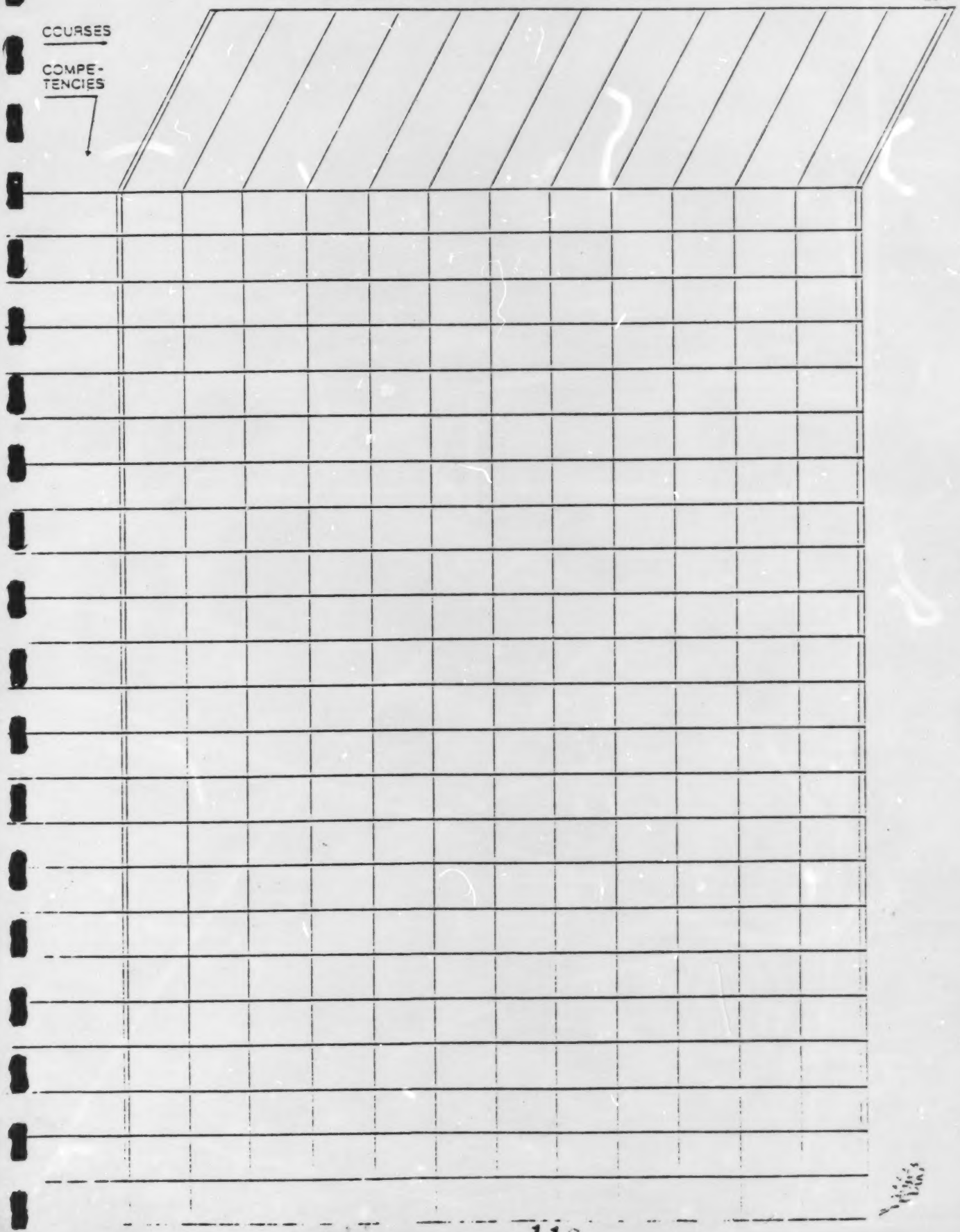
Complete details of process involved in placing competencies in the program are to be found in:

Adult Competencies: How to Use Them
CLASS Project
Clovis Adult School
914 Fourth Street
Clovis, CA 93612

Another excellent reference is:

Identifying High School Graduation Requirements
Office of Marketing
N.W. Regional Educational Laboratory
710 S.W. Second Ave.
Portland, OR 97204

GRID FOR USING COMPETENCIES IN COURSES



BEST COPY AVAILABLE

GRID FOR USING COMPETENCIES IN COURSES

COURSES → / COMPETENCIES ↓	Reading Levels			Basic Subjects		Survival Skills							High School Diploma					Elective and Enrichment																
	Level I (0-4 grades)	Level II (5-8 grades)	Level III (9-12 grades)	English as a Second Language	Adult Basic Education	Community Resources	Consumer Economics	Government and Law	Health	Interpersonal Relationship	Occupational Knowledge	Mathematics	Social Science	English	Science	Driver's Education	Business Education	Vocational Education	Career Development	Physical Education	First Aid	Parenting	Family and Home Economics	Values Clarification	Gerontology	Sociology	Prenatal	Citizenship	Psychology	General Education Diploma
41	●	◔	◑	●	●		●		●			●					●																
42	●	◔	◑	●	●	●	●	●								●		●															
43		◔	◑	●	●						●			●			●	●	●														
44	●	◔	◑	●	●	●	●	●	●		●								●														●
45	●	◔	◑	●	●	●	●					●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
46	●	◔	◑	●	●		●					●					●	●															●
47	●	◔	◑	●	●	●	●	●	●	●	●					●		●															
48	●	◔	◑	●	●	●	●		●			●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
49	●	◔	◑	●	●		●	●	●					●			●	●	●														
50	●	◔	◑	●	●	●	●	●									●	●	●														
51		◔	◑	●	●										●		●	●		●	●	●	●		●								
52	●	◔	◑	●	●		●				●				●	●	●	●			●	●	●		●								
53	●	◔	◑	●	●										●						●	●	●		●								
54	●	◔	◑	●	●		●		●												●	●	●		◔								
55	●	◔	◑	●	●	●	●	●						●			●	●	●					●		●			●				
56	●	◔	◑	●	●		●	●							●			●		●	●	●	●		●								
57	●	◔	◑	●	●		●	●			●						●	●	●			●	●	●	●				●				
58	●	◔	◑	●	●	●	●	●				●						●				●	●	●	●								
59	●	◔	◑	●	●				●	●	●				●						●	●	●		●								
60	●	◔	◑	●	●		●															●	●	●	●				●				
61		◔	◑	●	●																												
62	●	◔	◑	●	●		●	●			●							●				●	●		●	●							
63	●	◔	◑	●	●	●	●	●	●	●	●				●				●			●	●		●	●	●	●					
64	●	◔	◑	●	●		●								●			●	●			●			●				●				
65	●	◔	◑	●	●	●	●					●	●				●	●										●					●
66	●	◔	◑	●	●																●	●	●		●								
67	●	◔	◑	●	●			●					●					●				●	●		●								
68	●	◔	◑	●	●	●	●	●							●	●					●	●	●				●						
69	●	◔	◑	●	●							●					●								●								
70	●	◔	◑	●	●					●		●				●		●															
71	●	◔	◑	●	●	●				●		●					●																●
72	●	◔	◑	●	●	●	●										●	●															
73	●	◔	◑	●	●	●		●	●	●		●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
74	●	◔	◑	●	●		●	●					●	●			●		●				●										●
75	●	◔	◑	●	●				●	●			●		●							●	●	●		●			●				
76	●	◔	◑								●			●			●		●														●
77	●	◔	◑	●	●				●	●							●	●					●										
78	●	◔		●	●	●					●	●			●		●	●					●										●
79	●	◔	◑	●	●				●			●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
80	●	◔	◑	●	●						●		●	●			●		●							●							●

4. Implementing the Instructional Program

Competency-based instruction can be offered in a variety of ways such as:

1. In existing courses where CBE materials can be used for part or all of the class instruction.
2. In new courses focused on areas not formerly included.
3. In self-contained classrooms with individualized and small-group instruction.
4. In learning centers with individualized materials.

Because some students function better in one setting than another, the method of instruction should be determined by student need and ability.

See the Monograph

pp. 14 to 21

One Way

Programs with learning centers find they can be of great use in meeting the needs of adult students. They can be flexible in time and in content. They can often serve students who otherwise could not or would not attend.

Salinas found it possible to use as a learning center a small building vacated by the Social Security Administration and located in a strategic area to reach adults. At after-school hours in the afternoon the center also serves the needs of selected students from the high school who are in a work-study program.

Special Help

Step-by-step help is available in

Individualized Learning Center Ideas
Los Angeles U.S.D.
Rm. G 361
450 N. Grand Ave.
Los Angeles, CA 90012
$3.98

Special Caution

If possible, start with a learning center at the beginning of the program. San Francisco began with classes only and then added a learning center but found students preferred the learning center.

Recruitment and retention are likely to be easier if both types of programs are offered from the beginning.

"From Individualized Learning Center Ideas Los Angeles U.S.D."

STUDENT INFORMATION SHEET ON LEARNING CENTER PROCEDURES

WELCOME to classes designed and conducted especially for you.

GENERAL INFORMATION — In the Learning Center, you will be able to study the subjects you want. You may take as much time as you need to complete each course. Materials will be assigned to you to meet your individual needs and abilities. As a result, you cannot fail. When you finish your assigned program, you will receive credit.

ENROLLMENT

1. Be sure you have seen a counselor, who will help you to determine which courses you need.
2. Upon entering the Learning Center, you will be given placement examinations in reading and mathematics (unless you have already taken these exams earlier).
3. You will have a conference with the instructor to establish what you wish to get from the courses, to determine the best materials and equipment to complete your objectives, and to establish your records in the Learning Center files.

WHAT TO DO WHEN YOU COME TO CLASS

1. Become acquainted with your instructor(s).
2. Sign the attendance form.
3. Get your record from the files.
4. Check our materials and/or equipment you need and work in Learning Center, unless you are using a tape recorder and need to use a study carrel.
5. Work on your assigned program. Be sure to go to the instructor whenever you need help with your program.
6. When you are ready, see the instructor for your test.
7. After taking the test, turn it in.
8. Your instructor will meet with you to evaluate your test results and discuss any questions that you might have.
9. When you complete requirements, the instructor will grant you credit for the course.
10. Before leaving the Learning Center, be sure you check in all materials and equipment, as well as your file folder.

5. Assessing the Learner

See the Monograph

pp. 29-42, 47

Your students should be assessed when they enter a program, re-enter after absences of more than 3 months, go on to a new program, need placement within a course or cerification of competency.

Assessment is not evaluation. It is a systematic way to collect and quantify information through the use of some form of measurement. No judgments are made during the assessment process. Rather, the data collected may be used for evaluation purposes.

Each student should be assessed:

- in basic skill areas
- to monitor progress in learning through modules
- to fulfill AB65 testing requirements for high-school diplomas
- to change educational status

The level of mastery for competency on a given test should be determined prior to the administration of the test. Each student should be advised of this level in advance of the assessment.

Special Help

Adult Student Assessment Resource Guide (ASARG)
Adult Competency Based Diploma Project
Los Angeles Unified School District

Between 1980-82, several instruments, including locator tests, designed to assess basic (reading, writing, and computing) and life skills will be made available as part of a total assessment system being developed by a consortium of urban school districts. For more information, contact Bill Ririe, L.A. U.S.D., Division of Career and Continuing Education, 1200 N. Cornwell Street, Los Angeles, CA 90033. (213) 625-6471 and/or Patricia Rickard North City Adult Center, 7405 Mesa College Drive, San Diego, CA 92111.

Special Caution

Tests should be given in well-lighted, adequately-ventilated rooms with furniture suitable for adults. Adequate supplies-test booklets, answer sheets, pencils, scratch paper, should be available.
Students must be reassured that the purpose is to give them help and not to pass judgement on them.

6. Instructional Materials

See the Monograph

pp. 43 to 55

For CBE materials you may select from existing sources, adapt commercially produced materials, or develop new materials. When selecting, consider:

- ... that the materials are adult competency-based
- ... that the language and style of writing are appropriate for adults
- ... that the materials are accurate and fit the course objectives and the level of the students
- ... that there are means for verifying competencies by pre- and post-tests and by teacher assessment.

One Way

Teachers can devise a system to cross-reference existing classroom materials to course objectives on a matrix. The matrix provides a quick determination on the lack or wealth of materials available for the course. It also helps the staff make decisions on whether to purchase, adapt, or develop new materials.
You'll find a sample matrix on page 26. On the following pages are matrices developed by the Los Angeles Competency-Based Adult Education Project for inserting CAP's into existing courses and by La Puente Valley Adult Schools for matching materials to district required basic competencies.

Special Help (Addresses on following pages)

Area Repositories

Located in County Departments of Education, the Repositories contain evaluated print/non-print, commercial/non-commercial materials.

Modules

Competency-Based Live-Ability Skills (CLASS) ABE/ESL Modules for reading levels, 1-4 & 5-8. Independent Study Modules for reading levels, 5-6 & 6-8. Emphasis on life skills, with reinforcement of reading, writing, and mathematics.

Competency Achievement Packets (CAP's) For high-school completion programs.

The CLASS modules and CAP's are in the Area Repositories and may be borrowed and reproduced.

SPECIAL CAUTION

The Copyright Revision Act of 1976, P.L. 94-553, brings under the statutes for the first time the doctrine of "fair use" to cover duplication and use of copyright materials by educators. Section 107 says that use of copyrighted works is not an infringement if used for purposes such as comment, criticism, scholoarship, research, or teaching (including multiple copies for classroom use). There are "minimum guidelines" for copying by teachers:

... May make single copies for preparation for teaching or use in instruction: single book chapters, newspaper or periodical articles, short stories, essays or poems, charts, graphs, diagrams, drawings, cartoons or pictures from books, periodicals or newspapers.
... Multiple copies, not more than one per pupil, which meet guidelines of "brevity, spontaneity, and cumulative effect" with a notice of copyright on each copy.
... Use of work should be so close that a timely reply from publisher would be unreasonable.
... Nine instances of multiple copying can be made for only one course per school term.
... Consumable works cannot be copied. These are workbooks, exercises, standardized tests, test booklets, and answer sheets.
... Cannot copy same item from term to term.
... Copying cannot be directed from "higher authority."
... Students cannot be charged more than the actual cost of photocopying.

For more information the "General Guide to the Copyright Act of 1976" is available free from: Copyright Office, Library of Congress, Washington D.C. 20559.

The best and safest procedure is to obtain written permission from publishers to use their materials.

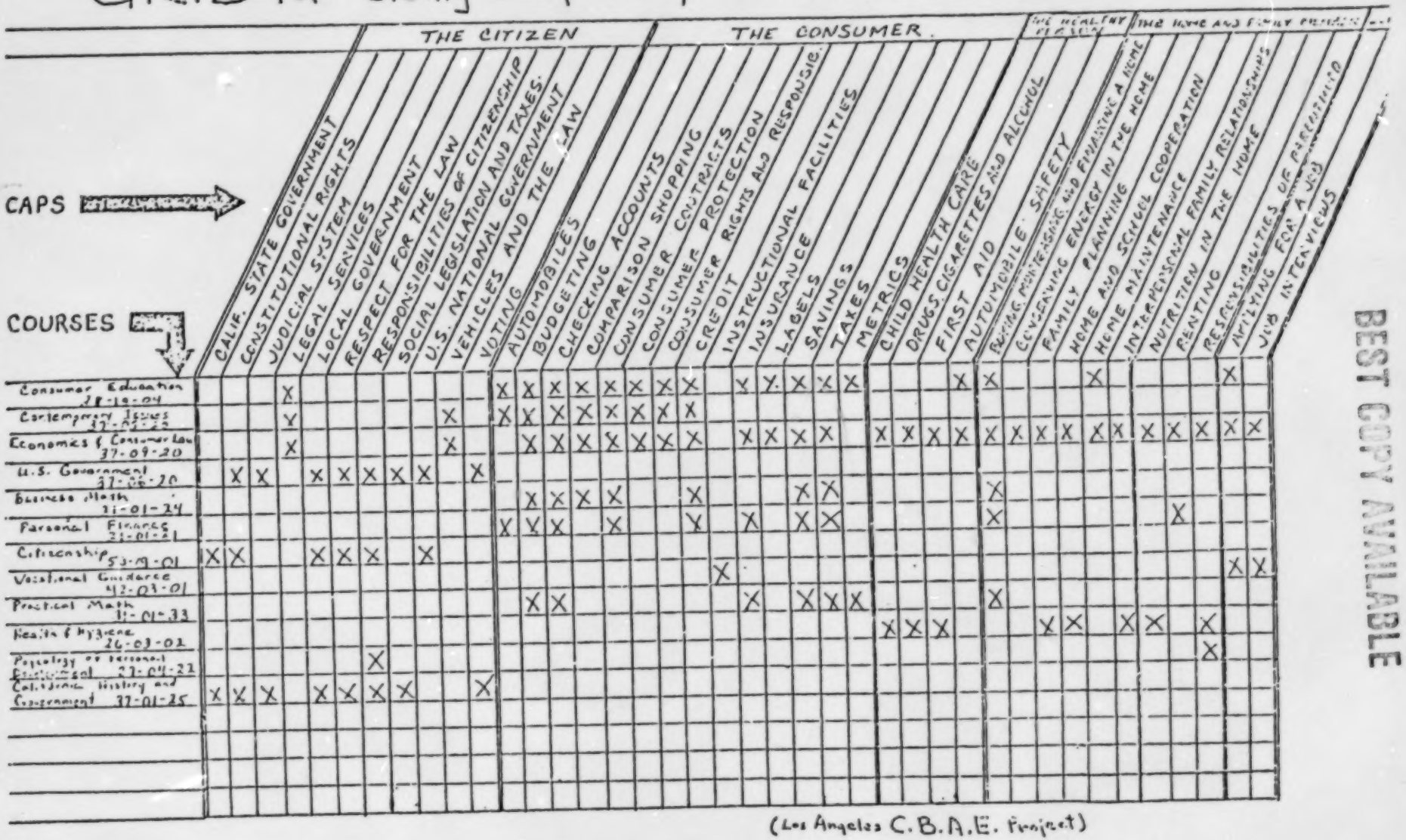
COURSE TITLE

EXISTING RESOURCES

COURSE UNITS: GOVERNMENT and LAW	Our United States Book II	A History of Our Nation	Our Government Book III	Our Democracy	Our United States P & P	Our Nation	Government by the People Part I	
Branches of Government	p.65			Ch.5, 6,7			Ch.3	
Separation of Powers								
Bill of Rights	p.115	p.42,84 88-89	Ch.5	Ch.4 p.28		Ch.7 p.42		
Voting	p.105		Ch.7 p.45					
Citizenship	p.97	p.309, 310,	p.1-6					

SAMPLE MATRIX
FOR
CROSS-REFERENCING MATERIALS TO OBJECTIVES

GRID for Using Competency Achievement Packets in Courses



(Los Angeles C.B.A.E. Project)

BEST COPY AVAILABLE

CONTENT AREAS

COMPETENCIES	HEALTH	CONSUMER	GOVERNMENT & LAW	OCCUPATIONAL	COMMUNITY RESOURCES
Apply Techniques to Get A Job				X	O
Meet Personal & Family Health Needs	X				O
Gain & Interpret Information on Issues & Procedures for Voting			X		O
Construct Realistic Budgets		X			
Explain the Impact of Basic Economic Events in the Individual	O	O	X	X	O

Key: X = Major

O = Minor

Instruction Materials

Sample materials matrix page

Work Location

Materials presently available in the La Puente Valley Adult Schools which address the district required competencies for high school graduation:

Materials	Teacher Made or Author/Publisher	Approximate Grade Level or Comprehension Level	Approximate Time to Complete	Teacher Evaluation
123				124

Teacher Name _____ Work Location _____

Competency Writing/Section 3/Spelling

Materials presently available in the La Puente Valley Adult Schools which address the district required competencies for high school graduation:

Materials	Teacher Made or Author/Publisher	Approximate Grade Level or Comprehension Level	Approximate Time to Complete	Teacher Evaluation
Programmed Individualized Lab cont.				
Spelling Drills and Exercises, Lesson 32D, pp. 63 & 64.	Gregg Division McGraw Hill	10th - 12th	1 hour	Rule--ending :cian" indicates "one skilled in." Used primarily for business students.
TUTORIAL INSTRUCTION LAB Suzan Barron				
Content Supplement; Commonly Used and Frequently Misspelled Words	East San Gabriel Valley Consortium	6-12	1 hour units selected	
*Troubleshooter 1, Book 3 Spelling Action	Houghton Mifflin	4-7	10-16 hours	Covers 5 spelling rules and noun plurals, homonyms and silent letters
*Troubleshooter, Book 1, Book 4 Word Attack	" "	"	"	Good prefix/suffix base word analysis.
Spectrum of Skills Level 6 (pp. 77-93; 94-112)	Macmillan	6-10	6-8 hours	Reviews word formation and word parts (difficult).

AREA REPOSITORIES

Alameda County Office of Education
Curriculum Materials Center
685 A Street
Hayward, CA 94541 (415)881-6247
Attn: Loretta Chin, Resource Teacher

Fresno County Department of Education
Instructional Materials Center
2314 Mariposa Street
Fresno, CA 93721 (209)488-3296
Attn: Stephen E. Goodson

Los Angeles County Education Center
Professional Reference Center
9300 East Imperial Highway
Downey, CA 90242 (213)922-6359
Attn: Margaret Marquette, Librarian

Riverside County Department of Education
Educational Resource Center
3954 12th Street
Riverside, CA 92502 (714)787-6550
Attn: Mary Liette, Librarian

Sacramento County Office of Education
Educational Media Center
9738 Lincoln Village Drive
Sacramento, CA 95827 (916)366-2574
Attn: Harlow Clarke, Director

ICDS Project
5350 University Avenue
San Diego, CA 92105 (714)582-3052
Attn: Frances Lee

For information about Competency Achievement Packets (CAPs - high school levels 7-10) contact:

Bill Ririe
Los Angeles Unified School District
Division of Career and Continuing Education
1200 North Cornwell Street
Los Angeles, CA 90033 (213)625-6471

For information about Competency-Based Live-Ability Skills (CLASS) modules (level 0-8) contact:

Elna Dimock
Clovis Adult School
914 Fourth Street
Clovis, CA 93612 (209)299-4367

or

Pitman-Learning
6 Davis Drive
Belmont, CA 94002

7. Awarding Credit

See the Monograph

pp. 23,24,79

The basis for awarding high school credits and a high school diploma is a major area of concern. At the present time, most adult high-school completion programs award credit based on attendance and/or course requirements. A future alternative will be to base credit on demonstrated competency. The amount of credit granted would be determined by the time needed for an average student to acquire competency in a given learning activity. The learning activities would be written in such a way that the average student in a competency-based program would complete course objectives and earn credit(s) at a pace equal to the average student in a traditional course of study. Demonstration of competencies is not dependent on attendance. District residency requirements for the high-school diploma may have an attendance component.

One Way

School districts can include a statement of demonstrated competencies with the student transcripts of credit. You'll find samples on following pages.

Special Concerns including Transfer of Credit, Certification and Diplomas, and Record-Keeping and Sample Forms are also discussed on the next page.

Special Help

Many kinds of reporting and record-keeping are illustrated in:

Tracking and Reporting School-Leaving Competencies: Keeping the Records, Displaying the Results.

available from the
Office of Marketing
N.W. Regional Educational Laboratory
710 S.W. Second Ave.
Portland, OR 97204

Special Caution

Provision must be made for handicapped by providing alternate means to demonstrate proficiency in the required competencies. Guidelines need to be developed for the following diabilities:

1. Physical
2. Communications
3. Learning disabilities

Examples of such accommodations would be profiency in American Sign Language for the Deaf or Braile for the Blind or orally administered tests for the Learning Disabled.

Special Concerns

A. Transfer of Credit

School districts can include with a student transcript of credit, a statement which identifies competencies being certified in each course, as well as competencies demonstrated by testing or other sources. Transfer credit could then be given for courses and/or competencies held in common. If a transcript is received that does not include s statement of this kind, the previous school could be sent a list of the local district competency requirements with a request to check those in which the student has already demonstrated competency. If there is doubt about the student having met the competency, the student can be tested. Similarly, districts have the responsibility for certifying each student's proficiency in basic skills of at least reading, writing, and computation and have the option of accepting a sending district's certification. Many districts have a policy that credits accepted in another district will be acceptable in theirs. Others require evidence of competency performance.

B. Certification and Diplomas

An Index of Proficiency can be issued identifying each competency a student has acquired. This might be more useful for employment purposes than a certificate of attendance. Diplomas should be issued only when all locally required competencies are demonstrated at a prescribed proficiency level.

C. Record Keeping: Sample Forms

Student records should reflect minimum skills acquired. The suggested skills should include reading, writing, oral language, and computation that occur in real-life situations. Recordkeeping systems should allow for certification of competence being accomplished in several ways including testing and demonstration as well as completion of course requirements. They should also permit the recording of different levels of competency. This information should be integrated into the regular student records so that all information concerning a student is located together.

Name_____ Street Address_____ City_____ Zip_____ Telephone_____ Graduation Date_____

PERMANENT RECORD CARD Clovis Adult School 901 Fifth Street Clovis, California 93612

Test Data:	Date passed
English CTBS	
Math CTBS	
Reading CTBS	
Phys. Science	
Life Science	
Health Science	
Reading SHARP	
Writing competency	
Math minimal skills	
G.E.D.	
English grammar	
Social studies	
Natural science	
Literature	
Mathematics	

* = Minimal

Date	SOCIAL SCIENCE
	* 1. Community services
	2. 3 branches of govt.
	* 3. Emergency
	* 4. Interpret information
	5. U.S. Constitution
	6. State government
	7. Voting procedure
	8. Electoral College
	9. Individual & govt.
	10. Personal documents

Date	SOCIAL SCIENCE (cont'd.)
	11. American lifestyles
	* 12. Housing
	13. Role of women
	14. Current events
	15. Foreign policy
	16. Library skills
	* 17. Traffic signs
	* 18. Driving regulations
	19. Use maps in travel
	20. Banking
	21. Supply and demand
	22. Capitalism
	23. American business
	* Income tax
	25. Credit
	* Time management
	27. Consumer rights
	28. Advertising techniques
	29. Worth of others
	* 30. Self-worth
	31. Problem solving
	32. Job interests/abilities
	* 33. Job sources
	34. Job pay
	* 35. Legal rights
	36. Civil liberties
	37. Citizen complaints
	38. Colonial America
	39. Civil War effects
	40. Urban/rural development
	41. American expansion
	* 42. Job standards
	43. Labor movement
	44. History/Geography

Date	SCIENCE
	1. Problem solving
	2. Laws of science
	3. Matter and energy
	4. Heat
	5. Air
	6. Water
	7. Weather and climate
	8. Earth's crust and land
	9. Natural resources, cons.
	10. Time, solar, daylight
	11. Living/non-living matter
	12. Plants
	13. Animal adaption
	* 14. Nutrition
	* 15. Safety measures
	* 16. First aid
	* 17. Community health services
	18. Medical insurance
	* 19. Health vocabulary
	* 20. Using medication
	* 21. Home nursing
	* 22. Health concerns
	* 23. Healthy living
	* 24. Danger symbols
	25. Pregnancy
	* 26. Family planning

Date	ENGLISH
	1. Spell at 8.0 level
	* 2. Dictionary skills
	* 3. Test taking
	4. Punctuation
	5. Verb forms
	6. Subject/verb agreement
	* 7. Follow oral directions
	* 8. Follow written dir.
	* 9. Give oral directions
	10. Run-ons, fragments
	11. Write a paragraph
	* 12. Letter composition
	* 13. Telephoning
	14. Classified ads
	* 15. Job application
	* 16. Reference skills
	17. Cultural resources
	18. 8.0 reading level
	* 19. Parts of speech
	* 20. Plan education
	* 21. Ask & answer ques.

Date	MATHEMATICS
	* 1. Add, sub., mul., div.
	2. Fractions
	* 3. Decimals
	* 4. Percentages
	* 5. Coins and currency
	6. Weights and measures
	7. Banking
	* 8. Budgeting
	9. Comparative shopping
	* 10. Months and days
	11. Sales tax
	* 12. Income tax
	* 13. Automobile

SAMPLE SCHOOL RECORD CARD —
FOR A SCHOOL WITH TRADITIONAL CLASS STRUCTURE

NAME: _____

1st Semester | 2nd Semester

SCHOOL	YR.	SCHOOL	YR.
SUBJECT	Semester Mark / Credit	SUBJECT	Semester Mark / Credit

SCHOOL	YR.	SCHOOL	YR.
SUBJECT	Semester Mark / Credit	SUBJECT	Semester Mark / Credit

SCHOOL	YR.	SCHOOL	YR.
SUBJECT	Semester Mark / Credit	SUBJECT	Semester Mark / Credit

SCHOOL	YR.	SCHOOL	YR.
SUBJECT	Semester Mark / Credit	SUBJECT	Semester Mark / Credit

Evaluation

Date Evaluated _____ _____ _____

By _____ _____ _____

LANGUAGE ARTS

	Semesters	
Reading	☐	☐
Basic English	☐	☐
Adv. English	☐	☐

Other _____

MATHEMATICS

Basic Math	☐	☐

Other _____

SCIENCE

Physical Science

Life Science

Health Science

U.S. HISTORY

History I ☐

History II ☐

Other _____

GOVERNMENT

American GovT. ☐

State and Local ☐

Other _____

Total units transferred ____

Transcript Sent

To _____ Date _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

Signed _____

Title _____

CLOVIS ADULT	YR.	CLOVIS ADULT	YR.
SUBJECT	Semester Mark / Credit	SUBJECT	Semester Mark / Credit

CLOVIS ADULT	YR.	CLOVIS ADULT	YR.
SUBJECT	Semester Mark / Credit	SUBJECT	Semester Mark / Credit

CLOVIS ADULT	YR.	CLOVIS ADULT	YR.
SUBJECT	Semester Mark / Credit	SUBJECT	Semester Mark / Credit

CLOVIS ADULT	YR.	CLOVIS ADULT	YR.
SUBJECT	Semester Mark / Credit	SUBJECT	Semester Mark / Credit

SAN DIEGO COMMUNITY COLLEGES – San Diego, California 22 C 8383 4 SM878 3

LAST NAME	FIRST	MIDDLE	M	F	PLACE OF BIRTH	DATE OF BIRTH	DATE OF ENTRY	TOTAL
SMITH, (Jones)	Mary	Ann			San Diego, CA	2-4-61	6-79	

	9th GRADE 19 76–19 77				10th GRADE 19 77–19 78				11th GRADE 19 78–19 79				12th GRADE 19 79–19 80			
SCHOOL ATTENDED		1SEM	2SEM	CRS		1SEM	2SEM	CRS		1SEM	2SEM	CRS		1SEM	2SEM	CRS
	1 Taft JHS 2 Taft JHS				1Kearny HS 2Kearny HS				1NorthCityAdult 2NorthCityAdult				NorthCityAdult NorthCityAdult			
ENGLISH & SPEECH	English 1-2	B	A	2	English 3-4	B	B	2								
SOCIAL STUDIES	Wrld Geog You & Law	C	B	1 1	WrldHist 1-2	B	C	2								
MATH	Mathematicl-2	A	B	2	Alegbra 1-2	B	B	2								
SCIENCE	GenSciencel-2	C	C	2												
FOREIGN LANGUAGE																
ART & MUSIC	Art 1		A	1	Glee Club	B		1								
HOMEMAKING & IND. ARTS	Homemaking	B		1												
BUSINESS EDUCATION					Typing 1-2	B	B	2								
MILITARY/PE																
WORK EXP.																
SUMMER SCHOOL									English 5 US History 2	A	B	1 1				
TOTAL CR/ CR FOR YEAR																

SAN DIEGO COMMUNITY COLLEGES ADULT DIVISION CUMULATIVE RECORD

INFORMATION ON THIS CARD IS CONFIDENTIAL AND SHOULD BE RELEASED ONLY IN ACCORDANCE WITH DISTRICT POLICY

LAST NAME	FIRST	MIDDLE

SOC. SEC. NO.	PLACE OF BIRTH	DATE OF BIRTH

ADDRESSES	PHONE

FORMER SCHOOL	ADDRESS	DATE ENROLLED

TRANSCRIPTS SENT

INSTITUTION	DATE	INSTITUTION	DATE

M F SCHOOL ADDRESS

General Educational Development Tests	STD. SCORE	U.S. %TILE
1 ENGLISH		
2 SOCIAL SCIENCE		
3 NATURAL SCIENCES		
4 LITERATURE		
5 MATH		
AVERAGE		

Additional Information

Minimum Competency

READ	
ENGL.	
MATH	
CONST	

COMPLETED REQMTS. FOR DIPLOMA

DATE SIGNATURE

COMPETENCY-BASED DIPLOMA PROJECT

Government/Law

Comp.#:

36.___ Taxes-Collection-Distribution
28.___ Revenue sharing
25.___ Functions of Congress
33.___ Crime-types
35.___ Arrests & rights
24.___ CA-State & local
29.___ Voting & elections
37.___ Taxation
34.___ Legal aid
30.___ Constitutional rights
31.___ Special interest groups
38.___ Concept of Democracy
26.___ Responsibilities of Pres. & Cabinet
27.___ Three branches of Fed. Gov't
32.___ Court system

Consumer Economics

45.___ Comparison shopping
46.___ Consumer protections laws
47.___ Read & follow directions
42.___ Banking
41.___ Credit accounts
50.___ What affects prices
43.___ Insurance needs
40.___ Weights & measurements
44.___ Use of reference material
49.___ Consumer information
39.___ Family Budgeting
51.___ Conservation natural resources

Occupational Knowledge

9.___ Vocational testing
8.___ Education & experience
12.___ Industrial relations
10.___ Employment application & interviews
11.___ Employee guidelines
13.___ Payroll deductions

Community Resources

2.___ Information-weather, time, etc.
5.___ Community services, uses
4.___ Schedules, read road maps, etc.

COMPETENCY-BASED DIPLOMA PROJECT (cont.)

Community Resources (cont.)

3.___ Community affairs
7.___ Pollution
6.___ Safe driving
1.___ Recreation & entertainment facilities

Health/Science

19.___ Birth control
16.___ Health care
17.___ Drug & alcohol use
21.___ Needs for aged, handicapped, etc.
15.___ Health care services
23.___ First aid
14.___ Signs of illness, mental etc.
18.___ Prenatal care
22.___ Hazards in home & work/safety measures
20.___ Child development
48.___ Protection of personal property

8. Program Evaluation

With your CBE program, you'll want to review your progress periodically. Is the program in accord with the statement of philosophy and the stated goals and objectives? Evaluation can serve as a means of improving the program and should serve to maintain program vitality and responsiveness to the needs of the community.

See Monograph

pp. 56 to 63

One Way

Program evaluation must be a continuous process that involves students, teachers, administrators, and community members. On the next page is a sample ongoing evaluation form developed for group or individual use by the Montebello Adult School. It is used at staff development workshops for staff members to assess work done between workshops.

Special Help

A Leadership Monograph, Evaluation of Adult Education Programs (1979) is available from the California State Department of Education
P.O. Box 211
Sacramento, CA 95802
for $1.50.
The Adult Education Field Services of the State Department can provide special consultant help in the area of program evaluations.

Sample ongoing evaluation form

_____GROUP REPORT
_____INDIVIDUAL REPORT

MONTEBELLO ADULT SCHOOLS

CALCOMP FIELD TESTING - SELECTING COMPETENCIES

COMPLETED BY_____DATE_____

1. SUBJECT (English, Science, etc.)_____

2. INSTRUCTION WILL COVER THE FOLLOWING PERIOD OF TIME_____

3. COMPETENCY SELECTED_____

4. INSTRUCTIONAL MATERIALS TO BE USED (Teacher-made and commercial)_____

5. STUDENT ASSESSMENT METHODS AND/OR MATERIALS TO BE USED_____

6. HELP NEEDED_____

lwg

9. Staff Development

CBE staff development offers a whole new way of preparing education personnel. Professional growth should be a priority goal. Each staff member should be involved in planning and assessing personal growth, and in the development of a CBE program from awareness activities to implementation of the program. Staff development activities should be ongoing and responsive to needs rather than once-a-year events.

See Monograph

pp. 64 to 78

One Way

The California Adult Competency Education (CACE) Project directed by John W. Tibbetts and Dorothy Westby-Gibson at San Francisco State University for six years (1974-80) developed a set of principles for staff development programs which can serve as guidelines. Those principles are listed on the following pages.

Special Help

1. The Adult Education Field Services of the State Department of Education can offer specific help with the design of staff development programs and consultants to assist in implementing them.
2. A Leadership Monograph, Staff Development in Adult Education (1979) is available from the
   California State Department of Education
   P.O. Box 271
   Sacramento, CA 95802
   for $1.75.
3. The entire Winter Issue, 1980, of the California Journal of Teacher Education edited by Tibbetts and Westby-Gibson is devoted to staff development in adult education and includes articles by those engaged in C-BAE.
4. The Winter Issue, 1980, of Adult and Basic Literacy Education edited by J. Parker contains several articles on staff development in C-BAE.

PRINCIPLES FOR STAFF DEVELOPMENT

The following staff development principles are the result of some six years of working with competency education staff development for teachers of adult basic education including ESL and high-school diploma programs.

1. The starting point for staff development must be an assessment of teacher needs in relation to those of their students. This assessment should seek teachers' perceptions of their needs for professional growth and not be viewed as remedial.

2. Staff development takes spaced time, i.e. Teachers need intervals in which to plan and try out new approaches and return to evaluate their successes and problems. Intensive "one-shot" schedules of an hour, a day, or a week are likely to effect little change.

3. Teachers need support for change. If possible, on-site visitations by consultants should be provided at least on teacher request.

4. Teachers should be permitted to participate in staff development activities on "prime time" as part of their professional assignment.

5. Teacher workshops should be held in comfortable surroundings, preferably away from school sites that permit interruptions or entice the teachers back to their routine tasks.

6. Effective Staff development requires budgetary support but more importantly moral support from administrators who care enough to involve themselves in the process.

7. Staff development should build on teacher strengths. Initially every effort should be made to involve the most competent teachers in any program in which it is hoped that teachers will become staff developers.

8. Teachers need to be encouraged to select content appropriate to their particular students. They should resist the desire to cover all possible content.

9. Staff developers should encourage teachers to use a variety of strategies and resources and to put them in a systematic and sequential framework that is likely to ensure competency development.

10. Staff development instruction should demonstrate affective openers that generate interest and motivation.